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ABSTRACT

The Higher Education Institute for Teacher Preparation in Adult Education was established to provide leaders to teacher training programs in the western United States with the knowledge and skills necessary to organize and conduct teacher training programs in Adult Education. From August through October 1971 qualified instructors from 41 institutions participated in the Institute; they then offered follow-up programs at local workshops, consortiums, and inservice training programs. The 1972 workshop was attended by State directors of adult education as well as participants from colleges and universities. These participants established new adult education training program at their institutions. Appendices include Institute programs and rosters. (Author/RS)

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FINAL PROJECT REPORT 1970-1972

Higher Education Institute For Teacher Preparation In Adult Education

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Graduate School of Education
University of Utah

AC 012 891

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FINAL PROJECT REPORT
1970 - 1972

HIGHER EDUCATION INSTITUTE FOR TEACHER PREPARATION IN ADULT EDUCATION

University of Utah
Graduate School of Education

Office of Education Grant Number OEG-0-71-3529(323)
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A B S T R A C T
of the
FINAL PROJECT REPORT: 1970 - 1972
(Higher Education Institute for Teacher
Preparation in Adult Education)

Purpose

The Higher Education Institute for Teacher Preparation in Adult Education (originally called the Higher Education Administrators' Institute for Teacher Training in Adult Basic Education) was established to provide leaders (e.g., deans and department chairmen) of teacher training departments in colleges and universities in the western United States with the knowledge and skills necessary to organize and conduct programs for training teachers in Adult Education. The project was funded by the U. S. Office of Education from July 1, 1970 through September 30, 1972.

The need for such an Institute was crucial because of the need for well-trained teachers of adults which results both from the large number of undereducated adults in the United States and because of the growing body of data which indicates that the adult student and adult education differ from that of children and youth.

Procedure

The program during both years was implemented in three phases: (1) Planning and Commitment, (2) an Adult Education Workshop, and (3) Consultation.

In the Planning and Commitment phase, an Advisory Committee was set up to help plan and give advice on the details of the Institute. Then, state and regional directors of adult education west of the Mississippi (plus Illinois and Alaska in FY-72) were contacted for information on institutions which might be in need of and committed to the Institute's program. Institutions so identified were screened, and those most qualified were sent applications inviting them to apply for the December Workshops. Participants were selected by the Institute staff from the returned applications. Those who participated during FY-71 were invited to remain with the project during the second year if they were interested and showed evidence of having made some progress toward the Institute's goals.

In the Adult Education Workshop phase, three-day Workshops were held in the Salt Lake City area. During the Workshops, each participating institution developed an action plan which was to be implemented after the Workshop.

In the Consultation phase, participants returned home and attempted to put their action plans into operation. Specifically, they organized and held in-service workshops, inter-university consortiums or some other kind of activity which would further the attempt to establish teacher preparation for adult education programs. Experts in adult education were available through the Institute to participating institutions for consulting service.

Results and Conclusions

Fiscal Year 1971: The first Advisory Committee meeting was held in Salt Lake City on July 29, 1970 to plan the Institute program.

From August through October 1970, twenty-six regional and state directors of adult education were contacted for the purpose of identifying qualified institutions. Of the fifty-five institutions invited to apply for Institute participation, forty-one responded with applications and twenty of these offered to send additional representatives at their expense. Ultimately, twenty-five participants were financed by the Institute; six by their own institutions as additional representatives and one by his own institution as its only representative. The three-day Workshop was held in Park City, Utah from December 7-9. Participants drew up action plans as a guide for their back home activities. A Workshop report[1] was published and distributed.

In the Consultation Phase of FY-71, twenty-three of the twenty-five institutions funded by the Institute indicated that they conducted some kind of follow-up action in the way of workshops, consortiums, in-service training programs or fellowships toward achieving the goals of the Institute. Nineteen new courses were to have been added by Fall 1971 at seven institutions, and five new degree programs were to have been started. Five other institutions not funded by the Institute entered into consortiums with project members. It was estimated that more than six hundred persons attended workshops and meetings as a result of the Institute's activities. A year-end report[2] was published and distributed by the Institute staff.

Fiscal Year 1972 and Three-Month Extension: The second Advisory Committee met in Salt Lake City on August 25, 1971.

In the Planning and Commitment phase, FY-71 participants were invited to reapply for Institute participation. All but five of the original twenty-five institutions reapplied and were accepted for the second year. The five openings were filled using the same selection procedure employed to select the original participants.

An innovation in the FY-72 Workshop was to invite state directors of adult education from participating states to attend the Workshop at Institute expense. This was done to encourage and facilitate closer cooperation between the universities and state department personnel.

The Fiscal Year 1972 Workshop was held in Salt Lake City on December 13-15, 1971. The Institute financed fifteen representatives from state departments of adult education and twenty-four participants from institutions of higher education. A twenty-fifth participant was later funded during the Consultant phase, though he was unable to attend the Workshop. Four additional representatives were sent to the Workshop at their institutions' own expense. Participants again drew up action plans for their back home activities. A second Workshop report[3] was published.

In the Consultation phase of FY-72, twenty-one of the twenty-five institutions funded by the Institute reported some kind of follow-up activities. By September 1, 1972, sixteen of those had used the Institute's Consultant Service. Seven institutions will have added seventeen new courses in adult education by Fall 1972, and four institutions are working on four new degree programs. It is estimated that 1100 persons attended workshops and meetings as a result of the Institute's FY-72 activities.

The major conclusion of the Final Project Report is that a solid movement in adult education has been started in the western United States. A very respectable number of new and expanded programs have come into existence in the past two years, and awareness of and commitment to adult education have increased greatly due to the efforts of the Institute and its participants.

Although many participating institutions seemed more concerned with adult education in general than teacher preparation for adult education in particular, the Institute staff feels this was necessary and acceptable in view of the fact that adult education is such a new thing for departments and colleges of education in the western United States. The ground had to be prepared for adult education in general (e.g., by building awareness, assessing needs and resources, and gaining institutional commitment) before the planning and implementation of staff preparation programs for adult education could take place.

It is only regrettable that the Institute cannot continue its efforts for another two years to help participating institutions get their proposals accepted and their new or expanded programs solidly established. The Institute staff sincerely hopes that its FY-71/

FY-72 participants can find the support to follow through with the exciting plans they have made in the past two years. Perhaps the new USOE Regional Projects can provide some aid, so that institutional efforts which are just now beginning to make headway do not wither from lack of assistance.

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1 Workshop Proceedings (1970) - Published by the Higher Education Administrators' Institute for Teacher Training in Adult Basic Education; April 1971. Copy on file at the University of Utah Marriott Library.

2 First Year Report: 1970-1971. Published by the Higher Education Administrators' Institute for Teacher Training in Adult Basic Education; June 1970. Copy on file at the University of Utah Marriott Library.

3 Workshop Proceedings (1971). Published by the Higher Education Institute for Teacher Preparation in Adult Education. Copy on file at the University of Utah Marriott Library.

FINAL PROJECT REPORT

1970 - 1972

FINAL PROJECT REPORT
Higher Education Institute for Teacher
Preparation in Adult Education

I. PURPOSE

The purpose of the Higher Education Institute for Teacher Preparation in Adult Education (formerly the Higher Education Administrators' Institute for Teacher Training in Adult Basic Education) was to provide through workshops and consultants the knowledge and skills which leaders (e.g., deans and department chairmen) of teacher training departments in colleges and universities in the western United States might need to organize and conduct programs for training teachers in adult education. It was expected that the participating colleges and universities would be committed to meeting the need for programs to prepare adult education teachers. The program began with an emphasis on teacher training for adult basic education, then broadened its scope to include all of adult education.

Such an Institute was developed because of the need for well-trained teachers of adults which is a result of (1) the large number of undereducated adults in the United States and (2) the growing body of data which indicates that the adult student and adult education differ from that of children and youth. An Institute specifically for administrators was developed in hopes of informing and involving persons with authority to implement the programs which could meet the needs of adult education.

The educational dream of most Americans --- equality of educational opportunity --- had been at least partially reached by the beginning of the present century. Even though the underprivileged's education was neglected, and the schools were imperfect because of overcrowded classrooms, inadequate buildings and equipment, the goal of free public education had been somewhat established.

For those with inadequate educational facilities, however, the developments of the first half of the century served only to further limit their opportunities. During this period the powerful forces of development were industrialization and technology, fostered by the growth of the economic philosophy of the free enterprise system. Little attention was given to the gap which existed in educational achievement between the "haves" and the "have-nots." As technology progressed, the undereducated adults met with fewer and fewer opportunities to succeed. A "defeatist" attitude was passed on to their children who became less and less able to compete in the kind of educational systems available.

Equal educational opportunity seemed almost a farce to those who had experienced the plight of the underprivileged.

As a result of these events, the need for adult education had become obvious. Employment offices, welfare agencies, and rehabilitation departments began recommending that the undereducated be given opportunities for education. Training in the occupations was foremost in the minds of many, but even before this could be accomplished, there was a need for education in the skills of reading, writing, and mathematics. The schools were and still are unprepared. The few teacher education institutions in the nation which have programs in adult education had neglected to adequately train sufficient experts in adult learning. Many of the teachers available to teach adult education in the public schools were inadequately prepared for the task. The problem extended beyond the inability of the public schools to provide adult education; colleges were not providing an adequate supply of teachers in this area.

An assumption upon which this proposal was made was that teacher-training institutions have an abundant supply of faculty members in the basic education subject areas, but these same faculty members do not recognize the unique aspects of adult education and adult learning. As more and more behavioral scientists have brought their respective disciplines to bear upon the problems identified in the practice of adult education, it has become increasingly clear that there is a unique body of knowledge relating to adult education --- its organization, methodology, curriculum, and the psychological and sociological characteristics of adult learners --- which differentiates it in degree and kind from education of children and youth. Persons involved in adult education programs of any kind needed at least an exposure to these areas.

The Institute was set up specifically for administrators because of suggestions made at the College and University Leaders' Institute in Adult Basic Education, which was a teacher education project conducted at the University of Utah in August 1969. Participants at the Institute observed that in many instances it would be difficult, if not impossible, for them to implement the plans which they had developed at the workshop. They suggested that individuals such as deans and chairmen of teacher education departments, with authority to implement academic programs in education, be given a similar workshop experience to encourage greater understanding and cooperation between faculty members who attend teacher education institutes and administrators of colleges of education. These suggestions became the basis for the proposal later submitted to the U. S. Office of Education. That proposal was funded by the USOE for Fiscal Years 1971 and 1972. In FY-72 the Institute was given an operating extension through September 30, 1972 so participants could hold their meetings throughout the entire summer.

II. PROCEDURES

A. Fiscal Year 1971

The Institute's strategy for FY-71 involved three phases of activity: (1) A Planning and Commitment phase in which an Advisory Committee was formed to assist the Institute staff and in which institutions interested in working toward the Institute's goals would be identified and approached regarding participation in the Institute; (2) An Adult Education Workshop phase in which a workshop for deans of colleges of education and chairmen of teacher education departments was held; and (3) A Consultation phase during which participant institutions began working toward developing or expanding adult teacher education programs, having adult education experts available to them for help at the expense of the Institute.

In the first phase, the first step was to set up an Advisory Committee whose functions were to include:

1. Advising the Institute staff in connection with a workshop to be held in December for deans and chairmen in colleges of education;
2. Advising the staff regarding criteria for selecting workshop participants;
3. Making proposals and presenting ideas in connection with a program draft which had already been prepared for the workshop;
4. Keeping in touch with the Institute to give opinions and suggestions on Institute-related matters; and
5. Determining the need for future meetings or other action by the Advisory Committee.

After consultation with professional adult educators, invitations for participation on the Advisory Committee were extended to selected individuals and the following agencies and organizations:

1. Western Interstate Council on Higher Education
2. University Council for Educational Administration
3. Association of Deans of Colleges of Education
4. Commission of Professors of Adult Education
5. Utah State Board of Higher Education
6. Utah State Board of Education
7. Division of Adult Education, U. S. Office of Education
8. Regional Program Officers for the Division of Adult Education, U. S. Office of Education

A meeting of the Advisory Committee was held in Salt Lake City, Utah on July 29, 1970 and a suggested course for the Institute was

mapped out. The minutes from that meeting and a list of those on the Committee are included in this report as Appendix A.

During August, September and October, members of the Institute staff contacted regional program officers of the U. S. Office of Education and state directors of adult education in an effort to identify institutions which were most in need of the services the Institute could provide and which would most likely meet the requirements for successful participation. Based on funding limitations, only twenty-five institutions in twenty-two states west of the Mississippi River were considered for participation during the first year of the Institute. Contacts with Alaska and Hawaii were deferred for the same reason of funds limitations pending a continuation of the project into a second year.

Those institutions identified by the state and regional directors were carefully evaluated by the Institute staff. Fifty-five deans and chairmen were selected and each was sent (1) a letter explaining the function of the Institute and (2) an application form giving them an opportunity to make application to attend the Workshop scheduled for December 7-9, 1970 in Park City, Utah.

Forty-one applications were received. Of this number, twenty colleges and universities offered to send additional representatives at the expense of their own institutions.

During November, the applications were screened by the Institute staff to determine eligibility and degree of interest. The criteria used to select participants were:

1. The institution is a higher education institution within the state and has a teacher training component which can provide certification.
2. The institution either does not have an adult teacher education curriculum, or it wants to expand its present program.
3. The institution indicates a desire and commitment to initiate or expand Adult Basic Education teacher education activities. A commitment was considered to be one or more of the following:

    a. The institution sends one qualified person;
    b. The institution sends one paid representative along with others at the institution's expense;
    c. The institution is willing to send a committee to the Workshop at the institution's expense;
    d. The institution organizes a curriculum committee to identify and study problems in the development of teacher training programs in adult education at the institution and sends one representative of the committee to the Workshop.

4. The institution indicates that it will cooperate with the State Director of Adult Education of the State Department of Education within the state in organizing a teacher education curriculum.
5. The participant is an administrator of a teacher education program in a college or university.
6. The participant is authorized to organize and administer classes for credit at that institution.
7. Participants need not have experience in preparing professional personnel for their roles and responsibilities in Adult Basic Education.
8. Not more than two persons from any one institution may attend

Thirty-two individuals representing twenty-six institutions in twenty states were finally selected to attend the Workshop. Twenty-five of these were financed by the Institute, six were financed as additional participants by their institutions, and one was financed by his institution as its only representative. It is estimated that the financing of additional representatives by participating institutions represented a cost-sharing of $1500.

A list of the participants and their institutional affiliations is included as Appendix B. Institutions accepted for participation in the Institute included:

University of Arizona
Arkansas State University
State College of Arkansas
University of Southern California (Los Angeles)
Colorado State University
Idaho State University
University of Idaho
University of Iowa
Kansas State Teachers College
Kansas State University
Nicholls State University (Louisiana)
University of Minnesota
University of Missouri (Columbia)
Montana State University
University of Nevada (Las Vegas)
University of New Mexico
University of North Dakota
Central State College (Oklahoma)
University of Oklahoma
South Dakota State University
University of South Dakota
Southwest Texas State University

Texas A & M University
University of Utah
Washington State University
University of Wyoming

In one or more cases, a chairman or director had funds available at his institution to attend the Workshop, but could not pay the expenses for an additional person. Consequently, the Institute paid the transportation and per diem of the additional person, and the expenses of the chairman or director were paid by his institution.

The Higher Education Administrators' Institute Workshop was held at the Treasure Mountain Inn in Park City, Utah on December 7-9, 1970. The goals of the Workshop followed from the overriding concern by the Institute staff and the Advisory Committee that leaders, deans and chairmen of teacher education departments be provided with the knowledge and skills necessary to organize, conduct and expand programs for teacher education in adult education. More specifically, the Workshop was designed to achieve five particular goals set out for the Institute in the original proposal. Those were:

1. To inform participants about the need for professional preparation in teaching adult education;
2. To inform participants about research relevant to organizing teacher education programs for adult education;
3. To help participants develop in-service training plans which they could use back home;
4. To help participants develop measurement and evaluation skills with which they could judge their own adult education programs;
5. To provide a gathering place for participants to exchange ideas, opinions and findings, and to develop specific plans of action which they would initiate back home.

Suggestions for the content of the December Workshop had been solicited from the applicants as well as from the Advisory Committee members who had met earlier in the year. Then, based on the expressed needs of these individuals, a program was developed to examine some of the problems and possible solutions which were relevant to the concerns of the professional groups associated with the project. A copy of the Workshop Agenda is included as Appendix C.

During the three-day conference, participants met in both small and large groups to learn about, examine and discuss current practices and issues in adult education. Participants interacted with each other and with the adult education experts who were present, and they worked throughout the three days to begin planning activities for their own situations back home. As the culmination and finale to the Workshop,

each participating institution submitted a set of written plans which included schedules and outlines of workshops or other training activities for faculty members at their institutions.

After the Workshop, participants returned to their respective institutions where they attempted to implement the plans they developed during the three-day Workshop. Each participant was expected to organize and conduct an in-service workshop for the staff of his institution in preparation for a teacher training program in adult education. Experts in the field of adult education were available to participants as consultants for a maximum of five days. These experts were selected by the participating institution or by the Institute staff at the request of the participating institution from a list prepared by the Commission of Professors of Adult Education. Their consultant fees and expenses were paid by the Institute.

The staff of the Institute, under the direction of the Project Director, assisted in organizing a number of institutional workshops and in securing consultants for them. Members of the staff also attended several of the meetings as consultants, speakers, and/or observers.

Other post-Workshop activities included: (1) publication of a Workshop report[1] which contained all proceedings of the three-day meeting included the back home plans formulated by participants; (2) maintenance of communication with participants regarding their progress in achieving Institute goals; and (3) publication of a year-end report[2].

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1 Workshop Proceedings (1970) - Published by the Higher Education Administrators' Institute for Teacher Training in Adult Basic Education; April 1971. Copy on file at the University of Utah Marriott Library.

2 First Year Report: 1970-1971. Published by the Higher Education Administrators' Institute for Teacher Training in Adult Basic Education; June 1970. Copy on file at University of Utah Marriott Library.

B. Fiscal Year 1972 and Extension

Based on feedback from FY-71 participants, the FY-72 Institute program followed the same basic format as the year before.

A second Advisory Committee meeting was held in Salt Lake City on August 25, 1971. The function of the committee was the same as before, but the membership was revised to include representatives from the following organizations:

1. Community Development Society of America
2. National Council of State Directors of Adult Education
3. Commission of the Professors of Adult Education
4. Utah State Board of Education
5. Graduate School of Education, University of Utah
6. National Advisory Council on Adult Education
7. American Association of State Colleges and Universities
8. Utah System of Higher Education
9. Regional Program Officers, U. S. Office of Education
10. American Association of Colleges for Teacher Education
11. Utah State Board of Education
12. National Association of Schools and Colleges of Education in Land Grant and State Universities
13. Selected FY-71 participants and consultants

The minutes from that meeting and the membership list are included in this report as Appendixes D and E.

On October 1, FY-71 participants were sent a letter inviting them to apply for participation in the FY-71 Institute. They were requested to indicate their interest and give evidence of having made some progress toward the Institute's goals during FY-71. That letter is included as Appendix F.

All but five of the original twenty-five institutions funded by the Institute during FY-71 reapplied and were accepted for the second year's program. They were:

University of Arizona
Colorado State University
University of Idaho
University of Iowa
Kansas State University
Nicholls State University (Louisiana)
University of Minnesota
University of Missouri (Columbia)
Montana State University

University of New Mexico
University of Nevada (Las Vegas)
Central State University (Oklahoma)
South Dakota State University
University of South Dakota
Southwest Texas State University
Texas A & M University
Washington State University
University of Wyoming
State College of Arkansas
University of Southern California (Los Angeles)

The five openings were filled by institutions which met the same criteria as were used to select FY-71 participants. The five new institutions selected to join the Institute in FY-72 were:

University of Alaska
Philander Smith College (Arkansas)
Eastern Illinois University
University of Nebraska
Portland State University

In addition to the representatives selected from institutions of higher education, state directors of adult education from participating states were also invited to attend the December-1971 Workshop at Institute expense. Earlier in the year the Advisory Committee to the Institute had strongly recommended that state directors be included in the program to encourage and facilitate closer cooperation between the university and state department personnel.

Altogether, twenty-three states sent twenty-eight representatives from twenty-five institutions of higher education and fifteen representatives from state departments of adult education. The Institute financed all state department representatives and twenty-four of the twenty-eight higher education representatives. The other four were financed by their own institutions. A twenty-fifth college participant (State College of Arkansas) was financed by the Institute during the Consultant phase, though he was unable to attend the Workshop.

The goals of the December-1971 Workshop were generally the same as those of December 1970. The topics covered at the Workshop were chosen after extensive correspondence and conversation with members of the Advisory Committee, FY-71 participants, state directors of adult education, and U. S. Office of Education adult education officers.

The December-1971 Workshop was held at the Ramada Inn in Salt Lake City on December 13-15, 1971. Participants again formulated back home action plans. The list of FY-72 Institute participants and a

copy of the Workshop Agenda are included in this report as Appendixes G and H.

In the Consultant phase, institutions were again expected to carry out their back home plans. Funds were available as before for them to hire consultants to help them with follow-up activities. Meanwhile, the Institute published a second Workshop report.[1]

A number of institutions indicated early in the fiscal year that they wanted to hold their workshops later during the summer, and they requested that the Institute seek a three month operating extension. The Institute wrote to the U. S. Office of Education and that office granted an extension (without any increase in funds) through September 30, 1972.

III. RESULTS - FISCAL YEAR 1971

To assess the amount of progress made by participants during the first year, the Institute staff sent out a questionnaire to the participants. The results of the questionnaire combined with data from the year's correspondence and attendance at meetings were then analyzed and published as the First Year Report: 1970-1971.[2]

Even though the Institute had been in operation only one year, the amount of participant activity was very encouraging. More than 651 persons were involved in workshops and meetings as a result of the participants' back home activities.

The December Workshop was very favorably received and twenty-three of the twenty-five respondents to the questionnaire favored holding a similar one in FY-72 as a vehicle for up-dating information, exchanging ideas, and planning for the next phases of action.

Twenty-three of the twenty-five participating institutions took some action (workshops, consortiums, fellowship programs, in-service education programs) toward achieving Institute goals. Nineteen institutions used the Consultant Service. Seven institutions planned to

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1 Workshop Proceedings (1971). Published by the Higher Education Institute for Teacher Preparation in Adult Education. Copy on file at University of Utah Marriott Library.

2 Op. cit.

have nineteen new courses in adult education by Fall 1971, and ten hoped to add some in the next two years.

Four new degree programs or degree options were to be initiated by Fall 1971, though the implementation of two of them had to be postponed until Fall 1972. Four others were to be developed in the next two years. Nine new faculty members were hired by nine of the institutions and seven institutions hoped to hire someone in the next one or two years.

Almost all respondents reported a favorable response to their Institute-related activities, though many reported that state funding problems were a major obstacle to their progress. Cooperation with the state directors of adult education was reported "close" to "excellent" by all but a few of the participants. Finally, twenty-three of twenty-four respondents felt the Institute was valuable and should be continued during FY-72.

Based on the questionnaire findings and the year's experience, it was concluded by the Institute staff that:

1. The rapid response to the Institute indicated that a need for and commitment to teacher preparation in adult education program development did exist;
2. The Institute was serving a helpful function, primarily as a catalyst to program development;
3. A second year of operation by the Institute was desirable and the Workshop and Consultant Service should be used again.

IV. RESULTS - FISCAL YEAR 1972 AND EXTENSION

As was done in the FY-71 year-end report, this Results Section will deal primarily with post-Workshop activities, since these activities will ultimately determine the success of the Institute. In the following section, institutional activities are discussed topically. In the section after that, an institution-by-institution summary is presented in chart form.

The information for these final sections came from correspondence received throughout FY-71 and FY-72 and also from responses to a questionnaire sent to participants early in July 1972. The questionnaire is included in this report as Appendix I.

One questionnaire was mailed to each Workshop participant. If there were two participants from any one institution, they were told they could return just one questionnaire to represent their institution if they wished. As it turned out, one questionnaire was received

for each of twenty-three institutions. Those institutions returning the questionnaire for inclusion in this report are specially marked in the institution-by-institution summary chart.

A. Summary Statement for Fiscal Year 1972 and Extension

During FY-72 at least 1100 people that the Institute knows of took part in program planning, workshops, seminars or research pertaining to teacher preparation for adult education. Given the lead time and impetus of FY-71, a number of institutions were able during FY-72 to sponsor meetings and implement new programs that they did not have enough support for the year before. It is likely that the same would be true for other participating institutions if the Institute could have remained in operation for two more years.

The December-1971 Workshop was well-received by participants, who said they were especially helped by topics on curriculum development and program funding.

During FY-72 and the three-month extension, twenty-one of the twenty-five participating institutions undertook follow-up activities. Sixteen institutions held at least twenty-eight meetings, workshops or seminars in adult education, twenty of which involved the use of Institute funds. Three other institutions were involved in ongoing program planning or research, though only one used Institute funds. Five institutions were scheduled to hold meetings in September 1972. At least two of those will be using Institute funds.

Eighteen of the twenty-five funded participants had used or had requested the use of the Institute's Consultant Service as of September 1. Three others have scheduled follow-up efforts during September 1972 for which consultants may be needed.

Seven institutions are scheduled to add seventeen new courses in adult education by Fall 1972, and ten institutions plan to add at least seventeen more in the next few years.

Four participating institutions are working on new or modified degree programs or options. Two of these were originally scheduled to go into effect in Fall 1971 and were reported as new degree programs in the Institute's First Year Report. Seven other institutions are planning or considering degree programs or options.

Five institutions have six new staff members working in adult education, while two others have positions open. As of this report's publication, those positions have not yet been filled. Six other institutions hope to hire or transfer staff members in the near future.

On the subject of institutional and agency support and coordination, participants reported that their institutions were generally supportive, both morale- and money-wise. The large majority of participants wrote that they had been coordinating closely with their state departments of adult education, but only occasionally or not at all with community agencies. Almost all participants, however, felt that coordination with state and local agencies was necessary.

Participants' evaluation of the Institute was quite favorable. All but two felt the Institute had provided them with help they could not have gotten elsewhere. Nine participants offered suggestions on how the Institute could have been of more help to them, while eight registered no criticisms.

All twenty-three respondents to the questionnaire said they would be continuing their efforts in adult education after the Institute closed its offices. Sixteen reported that they would be working with the new USOE Regional Projects.

B. Overall Participation

In an attempt to get some estimate of the impact of the Institute, the questionnaire asked respondents how many people had been involved in some way or other in workshops, institutes, seminars, programs, etc., as a result of that institution's participation in the Institute. Twenty-two respondents gave a total of 1100 persons, with the following breakdown and comparison to FY-71:

	FY-72 (21 institutions responding)	FY-71 (22 institutions responding)
College/university administrators (duties = primarily administrative)	206	117
College/university teachers (duties = primarily teaching)	316	196
State education officials	83	52
Local/district/regional Ed, Voc Ed, Ad Ed, & Comm College admins.	118	65
Local adult education teachers	210	78
Students	151	123
Miscellaneous	16	20
TOTALS	1100	651

The increase in numbers involved in FY-72 over FY-71 is due to a number of institutions moving out the program planning stage into program implementation. This increase illustrates the "snowball effect" which was predicted by the Institute as twenty-five college

and university workshop participants returned back home and began to involve increasing numbers of people.

C. Workshop Evaluation

At the end of FY-71, participants were asked if they had found the December-1970 Workshop helpful and if they would recommend holding another one in FY-72. The response was almost unanimously, "Yes," and a second Workshop was held in December 1971. To get some idea of how useful that Workshop was, FY-72 participants were asked to rate it on four dimensions. The questions and responses follow:

1. How would you rate the quality of the December-1971 Workshop speakers? (22 responses) (See Appendix H for list of speakers)

Poor	Good	Very Good
0	13	9

2. How would you rate the organization of the Workshop agenda (i.e., use of lecture/panel/group discussion format?) (22 responses)

Poor	Good	Very Good
0	7	15

3. How would you rate the relevance of Workshop topics to your back home planning? (22 responses) (See Appendix H for topics)

Not Very Helpful	Somewhat Helpful	Very Helpful
1	5	16

4. How would you rate the Back Home Planning (i.e., writing of plans for back home use)? (22 responses)

Not Very Helpful	Somewhat Helpful	Very Helpful
1	12	9

When asked if they had used any information from the Workshop in their program planning, all twenty-one who answered the question said, "Yes."

Topics which respondents reported most helpful to them in their back home program planning were, in order of popularity:

1. Curriculum development, especially when based on programs already in operation

2. Funding of teacher preparation programs

3. Human relations and adult education

4. Teacher certification for adult education

5. State of the art in adult education

Though the above findings will not be of use to the Institute, they might be helpful to the new regional USOE adult education staff development programs as they begin their planning.

D. Post-Workshop Activities

1. Meetings, workshops, ongoing planning: Of the twenty-five institutions funded by this Institute for FY-72, twenty-one have made some kind of follow-up effort that the Institute is aware of. Sixteen institutions have held at least twenty-eight meetings. Three others have ongoing program planning units and research projects started or planned. Five institutions have activities scheduled for September. For three of these five it will be a second effort during FY-72. Listed in chronological order, the activities are:

H E L D

NOTE: IFU = Institute Funds Used
IFR = Institute Funds Requested

Ongoing — STATE COLLEGE OF ARKANSAS: Submitted proposal to Right to Read with emphasis on Right to Read Ready to Work; attended state and regional meetings on adult education at institution's expense.

Ongoing — COLORADO STATE UNIVERSITY: Meetings throughout the year of CSU staff, Colo. Educ. Assoc., state education, and public school officials to plan state survey of adult education. Survey of adult education training agencies published, distributed, and reviewed by planning committee. (IFU)

Ongoing — UNIVERSITY OF NEW MEXICO: Meetings throughout the year of university and state education personnel to plan M.A. in Adult Education.

1 9 7 1

July 15	MONTANA STATE UNIVERSITY: Workshop planning meeting.
Aug 12	MONTANA STATE UNIVERSITY: Workshop planning meeting.
Sep 17-18	UNIVERSITY OF SOUTH DAKOTA: Workshop on teacher preparation for adult education with university and state education representatives. (IFU)
Oct 31 - Nov 2	MONTANA STATE UNIVERSITY: State-wide Adult Education Workshop on need/resource assessment and program planning for teacher preparation in adult education. (IFU)

1 9 7 2

Jan 24 - Feb 5	UNIVERSITY OF ALASKA: In-Service Teacher Training Institute.
Jan 23 - Feb 4	UNIVERSITY OF ARIZONA: UA representative attends Northern Michigan University Institute for Community School Directors. (IFU)
Jan 27-28	MONTANA STATE UNIVERSITY: Follow-up meeting to promote adult education in Montana. (IFU)
Feb 10	UNIVERSITY OF MINNESOTA: Multi-College Task Force submits preliminary proposal for adult education program to State Higher Education Coordinating Committee.
Feb 11	SOUTHWEST TEXAS STATE UNIVERSITY: Adult Education Workshop for junior college, high school state education and SWTSU representatives. (IFU)
March 9-10	TEXAS A & M UNIVERSITY: Workshop for TAMU staff, state agency staff, adult education teachers and directors to develop more relevant curriculum for adult education graduate courses. (IFU)
March 17-18	MONTANA STATE UNIVERSITY: Second follow-up meeting to promote adult education in Montana. (IFU)
March 20-22	UNIVERSITY OF ALASKA: Workshop on Preparation of ABE Teachers. (IFU)

March 29-30	UNIVERSITY OF MISSOURI: Exchange team from Kansas State University comes to UM to evaluate UM Adult Education program. (IFU)
April 17-19	KANSAS STATE UNIVERSITY: Exchange team from University of Missouri comes to KSU to evaluate KSU Adult Education program. (IFU)
April 21	U. OF ARIZONA & U. OF NEVADA: Meeting to plan joint summer seminar. (IFU)
April 25-29	WASHINGTON STATE UNIVERSITY: Conference on Continuing and Adult Education. (IFU)
May 2-3	EASTERN ILLINOIS UNIVERSITY: In-house meeting for EIU administrators and faculty to consider needs/ resources and future direction for EIU in adult education. (IFU)
May 4-5	UNIVERSITY OF WYOMING: Professional Development Workshop to explore curriculum improvement, certification of teachers of adults, community school concept. (IFU)
May 16-17	UNIVERSITY OF MINNESOTA: Adult Education Program Development Committee meets with consultant. (IFU)
May 18	UNIVERSITY OF IOWA: Planning meeting for Workshop.
June 8-9	CENTRAL STATE UNIVERSITY: Workshop for college/ university personnel and adult education program directors. (IFU)
June 15-16	CENTRAL STATE UNIVERSITY: Workshop for CSU, state education, and selected adult education personnel. (IFU)
July 10-11	UNIVERSITY OF MINNESOTA: Adult Education Program Development Committee meets with consultant.
July 10-13	UNIVERSITY OF ALASKA: Workshop on Communication and Group Process for Developing Adult Education Programs for a Community.
July 20-21	SOUTH DAKOTA STATE UNIVERSITY: Workshop for SDSU education and extension personnel, state adult education officials. (IFU)

July 18 - Aug 4	UNIVERSITY OF ARIZONA: Workshop for teachers of teachers and teachers of aides in adult education (held at U. Ariz and U. Nevada).	(IFU)
July 31 - Aug 4	UNIVERSITY OF NEVADA: Seminar in adult education (held at U. Nevada; U. Ariz present also).	(IFU)

P L A N N E D

Sep 19-21	EASTERN ILLINOIS UNIVERSITY: Workshop	(IFR)
Sep - Nov	UNIVERSITY OF SOUTH DAKOTA: Research project to assess needs in adult education.	(IFR)
Sep	UNIVERSITY OF IDAHO: Workshop	
Sep	UNIVERSITY OF IOWA: Workshop	
Sep	UNIVERSITY OF NEBRASKA: Workshop	

The meetings which were held during FY-72 generally took place on the participating institution's campus or in a nearby city for one to five days. Attendance ranged anywhere from twenty up to one hundred sixty-eight and included university administrators and professors, state adult education officials, and others involved some way in adult education. Consultants for the meetings were selected by the institutions, but the Institute handled travel and reimbursement arrangements. Consultants may have given a speech and/or served as a resource person to help with need assessment, program planning/evaluation, or information sharing on the state of adult education. Specific purposes for which consultants were hired are summarized in the "Consultants" section of this report.

2. Consultants: Of the twenty-five institutions funded by the Institute during FY-72, sixteen hired eighteen consultants at the Institute's expense for a total of sixty-seven consultant days.

Five institutions have indicated plans for follow-up activity during September 1972, for which consultants may be needed. Those institutions are: Eastern Illinois University, University of Idaho, University of Iowa, University of Nebraska, and University of South Dakota. Eastern Illinois University and the University of South Dakota will be using the Consultant Service for the second time during FY-72, thus bringing the total of institutions using the Service to nineteen, if the other three do hire consultants for their September meetings.

Consultants utilized by participating institutions during FY-72 were:

Consultant	Institution Using Consultant
Dr. Arvin Blome	Montana State University
Dr. Bill Brisco	University of Nevada (Las Vegas)
Dr. Arthur Burman	University of Wyoming South Dakota State University
Dr. Fritz Caskey	University of South Dakota Montana State University Kansas State University
Dr. Denzil Clegg	South Dakota State University
Dr. Donnie Dutton	Texas A & M University
Dr. James Farmer	University of Alaska
Dr. Virginia Griffin	University of Wyoming
Dr. Sue Harry	University of South Dakota Montana State University University of Wyoming
Dr. Glenn Jensen	Texas A & M University
Dr. Charles Kelso	Southwest Texas State Univ. Central State University
Dr. Malcolm Knowles	Montana State University
Dr. Howard McClusky	University of South Dakota University of Missouri (Col.) Kansas State University Washington State University Eastern Illinois University
Dr. Richard Mitchell	Southwest Texas State Univ.
Dr. Fritz Oelrich	Central State University
Mr. Scott Roederer	Colorado State University
Mr. Gary Spray	University of Arizona

Consultant	Institution Using Consultant
Dr. Coolie Verner	University of Minnesota
Dr. Thurmond White	Eastern Illinois University
Dr. Gene Wright	University of Arizona University of Nevada

The consultants were utilized in a number of ways, but generally they gave speeches and/or served as resource people to the meetings. In the questionnaire, participants were asked to indicate more specifically why a consultant was used. The question was as follows:

For what purposes was the consultant hired? (Please rank the top 3)

1. _____ To inform about needs in the field of adult education.
2. _____ To inform about needs in teacher preparation for adult education only.
3. _____ To stimulate enthusiasm for building an adult education curriculum.
4. _____ To stimulate enthusiasm for building a faculty or teacher preparation for adult education curriculum only.
5. _____ To train faculty members to teach prospective adult education teachers.
6. _____ To help plan a curriculum in adult education.
7. _____ To help plan a curriculum in teacher preparation for adult education only.
8. _____ To help plan a certificate program for teachers of adults.
9. _____ Other (Please list):

Of the fifteen participants responding to this item, seven ranked all three choices while four ranked only one or two choices. The remaining four respondents did not rank their choices at all.

From the chart which follows it can be seen that the three primary reasons for using a consultant were (total responses, ranked and unranked):

Response #1: To inform about needs in the field of adult education.
Response #3: To stimulate enthusiasm for building an adult education curriculum.
Response #2: To inform about needs in teacher preparation for adult education only.

Comment on the pattern of these responses will follow in the Conclusion Section.

WHY CONSULTANTS WERE HIRED

	RANKED (N = 11)			NOT RANKED	TOTAL
Response #	1st Choice	2nd Choice	3rd Choice	(N = 4)	(N = 15)
1.	2	1	2	3	8
2.	2	1	2	2	7
3.	2	3	0	2	7
4.	1	1	0	1	3
5.	0	0	0	1	1
6.	1	1	0	0	2
7.	2	0	0	1	3
8.	0	0	2	1	3
9.	1	0	2	0	3

3. New Courses in Adult Education: During FY-72, seven institutions have or will have added by Fall 1972 seventeen new courses in adult education. Ten institutions have indicated that they plan to add at least seventeen other courses in the next year or two. The seventeen courses being implemented by Fall 1972 come under the following categories:

Adult Psychology	4
Adult Reading Problems	3
Adult Teaching & Learning	3
Methods and Materials	2
Administration of Adult Education	2
Practicum in Adult Education	1
Community Planning for Ad. Ed.	1
Title Unknown	1
TOTAL	17

4. New Degree Programs in Adult Education: Four institutions indicated that they are working on new or modified degree programs or degree options. The University of Minnesota has an M.A. program for adult education in the proposal stage. The preliminary proposal for their program was submitted in March, 1972 to the State Higher Education Coordinating Committee. The University of New Mexico and Texas A & M University had both hoped to get their new degree programs started in Fall 1971, but have moved the starting dates to Fall 1972. UNM will offer a multidisciplinary M.A. in Adult Education, and TAMU will offer the M.A., Ph.D., and Ed.D. in Adult and Continuing Education. Also during FY-72, Washington State University modified its junior college area of specialization to include adult education.

Seven other institutions have indicated that they are planning or considering new degree programs or options. They are: University of Alaska (A.A., B.A., and M.A. in Adult Education); University of Iowa (Specialist in Adult Education, 60 semester hours); Central State University (M.Ed. with emphasis in Adult Education); University of Idaho; South Dakota State University; the University of South Dakota; and the University of Wyoming.

5. New Faculty in Adult Education: According to responses on the questionnaires, five institutions have six new staff members working in adult education. Two others have funds available to hire a new staff member, but the positions have not yet been filled. The institutions with new staff or positions to be filled are:

1. University of Idaho - Hired one full-time professor
2. University of New Mexico - Hired one full-time professor
3. Southwest Texas State University - Hired ¼-time professor
4. Texas A & M University - Hired one full-time associate professor and one full-time assistant professor
5. University of Alaska - Money appropriated for one faculty member; position unfilled
6. Kansas State University - One position open, unfilled
7. University of South Dakota - ½-time faculty member

In addition, six institutions indicated that they hope to hire new staff members in the near future. They are:

1. State College of Arkansas - Adult Education Specialist

2. University of Minnesota - Will begin recruitment for adult education staff in Fall 1972
3. Central State University - One part-time faculty member
4. Southwest Texas State University - One 3/4-time professor
5. Texas A & M University - One new instructor
6. Washington State University - Two full-time professors

6. Institutional Cost-Sharing: In the FY-72 questionnaire, participants were asked if their institutions had sponsored and paid for any follow-up activities. The object of the question was to ascertain how great a cost-sharing effort was being made by the participating institutions in the way of providing funds/personnel/space/materials/etc. It was felt the responses would give some idea of the degree of institutional commitment to the Institute's goals.

Of the twenty who responded to the question, sixteen wrote that their institutions had provided some kind of financial aid in addition to that provided by the Institute. Types of support mentioned most often by respondents were:

1. Sponsored meetings and workshops.

2. Paid for staff and consultant travel expenses and fees.

3. Paid for staff salaries, office space, materials.

Although the data were too sketchy to allow a dollar estimate of the cost-sharing effort and although the amount of support varied among institutions, the overwhelming affirmative response strongly suggests that there is a strong commitment to explore needs/resources and program development for adult education, if not specifically for teacher preparation in adult education. It is significant that the institutions are taking these steps at a time when many education budgets are being cut.

E. Coordination with Other Agencies

1. Coordination with State Departments of Adult Education: During its two years of operation, but especially during the second year, the Institute tried to emphasize to participants the importance of coordination with state departments of adult education, both as sources of expertise and of funds. To determine the extent of actual coordi-

nation, the questionnaire asked respondents the following questions.

The first was, "What has been the extent of coordination with the state department of adult education in your state in planning follow-up activities?" Responses were: (23 responses)

No Coordination With State	Occasional Coordination With State	Very Close Coordination With State
2	6	15

When asked how important they felt such coordination to be, twenty-three respondents answered that it was:

Unnecessary	Helpful But Not Crucial	Necessary
1	2	20

According to sixteen respondents, their state departments of adult education helped with follow-up activities in these ways: Eight indicated that state office personnel had helped them in planning meetings and workshops. Seven wrote that the state department had provided finances ($25,000 in one instance) to sponsor workshops or programs and salaries. Two wrote that the state department in their states had helped but did not describe how. A more detailed breakdown is shown below:

State department of adult education personnel helped with curriculum planning	5
State department of adult education personnel helped with planning of meetings	3
State department of adult education provided financial help for programs/salaries	4
State department of adult education provided financial help for meetings	3
State department of adult education helped in some capacity, not described by respondent	2
TOTAL RESPONSES	17 **

** There are 17 responses from 16 respondents because one state department provided both personnel help and financial assistance according to the respondent.

Only three respondents mentioned that they were having problems in getting state departments' interest, cooperation and assistance.

2. Coordination with Community Agencies: During FY-72 the Institute also made some attempt to emphasize to participants the importance

of community development in adult education and to suggest that programs developed in the absence of close coordination with community agencies were likely to be inappropriate and unsuccessful. Respondents were therefore asked in the questionnaire to indicate: (1) whether or not they did in fact coordinate with local agencies and (2) how important they perceived such coordination.

To the first question, "What has been the extent of coordination with other community agencies in program planning and implementation?", twenty-three respondents answered as follows:

No Coordination With Agencies	Occasional Coordination With Agencies	Very Close Coordination With Agencies
3	15	5

To the second question, "How do you view such coordination?", twenty-three respondents answered:

Unnecessary	Helpful But Not Crucial	Necessary
0	4	19

Agencies commonly coordinated with were, in order of frequency mentioned:

1. Public school systems
2. Federally funded programs (e.g., Model Cities, WIN)
3. Community colleges
4. Vocational schools

3. Summary Statement on Coordination: The above responses concerning coordination with state departments of adult education and community agencies suggest that participants are making some efforts to coordinate their planning with state and local offices, and that they see such coordination as important. It can only be hoped that efforts in these directions will continue, particularly with respect to community agencies, and that the new regional projects will continue to emphasize the importance of working with non-university agencies that have interests in adult education.

F. Evaluation of the Institute

In addition to seeking information on what progress participants had made toward initiating or expanding teacher preparation for adult education programs during FY-71 and FY-72, the Institute staff also

wanted to find out if the Institute had been useful to participants. Consequently each was asked, "Do you think the Institute has provided you with help you probably could not have gotten otherwise?"

Of the twenty-three who answered the question, twenty-one said, "Yes." Of the two who answered, "No," one went on to add that he probably could have gotten help elsewhere, but "not accompanied by the necessary forms nor the important timeliness." Other comments made on this question were:

> The Institute provided "impetus and idea sharing."
>
> "I would not have become involved in adult education had I not been invited to participate in your conference."
>
> "The availability of 'top-notch' consultants was invaluable, and the meetings in Utah were extremely valuable."
>
> "Where else (would we have gotten such help)? Our state department has not been very cooperative."
>
> "Without the leadership of the Institute, it is questionable if we would have taken the initial steps currently underway."
>
> "Excellent informational input."

Participants were also asked, "How could the Institute have been of more help to you?"

Of the seventeen responses, six said there was no way it could have been more helpful. One participant wrote that, "It was an ideal collaborative effort." Another wrote, "In many respects the Institute had more assistance available to us than we utilized." A third noted that, "The only way I believe the Institute could have been more helpful would have been earlier involvement on my part."

Nine other participants offered the following suggestions for improving the Institute's service:

1. The Institute should "continue for at least 3-5 more years, with increased funding. The job of adult education in my state is just beginning to get off the ground."

2. "I feel that if the project could have existed over a longer period of time, more impact could have been realized. New programs in higher education take time to evolve. The time available, therefore, was too brief."

3. Would have liked "more opportunity to relate general background material to program planning and development in our region."

4. "Include more people from Washington D. C. (HEW)."

5. "Possibly the Institute could have focused more upon working with state directors who in many instances do have funds for developing programs."

6. Would have liked: (a) "a more meaningful curriculum content session," and (b) "more interaction of views among participants from the different states." (i.e., at the December Workshop)

7. Would have liked a summary of other consultants' findings at institutions they visited.

8. "It would have been good if more representatives from institutions and agencies in my state had participated in the Institute. It would have made (our) participation more meaningful."

9. Would have liked Institute staff to be present at (our) Workshop. (Editor note: Fund limitations because of the three-month extension made this impossible.)

Two respondents wrote that they thought the help available from the Institute was satisfactory, but due to money problems in their own states they could not take advantage of that help.

At the end of the questionnaire, respondents were given an opportunity to make any other evaluative comments they wished. Three did so and their comments follow:

> "I don't know of any other project where so much was given for so little expenditure."
>
> "As a result of our involvement with your Institute, our president sent me to the University of ___ to study their program of continuing education and appointed a task force to chart our role in adult and continuing education. I am confident that institutional commitment will continue to grow."

"Your program has stimulated administrative interest and provided a strong impact on local development. I am sorry to see you 'close shop' ."

G. Continuation of Institutional Efforts in Adult Education

The full attainment of Institute goals can only come if participant institutions are able to carry on program planning and implementation with their own or other (non-Institute) resources. Therefore each participant was asked, "Will you continue your program planning for faculty and teacher preparation in adult education after September 30, 1972 when the Institute can no longer offer financial assistance?"

All twenty-three respondents to this item answered, "Yes." Although the question may be a "loaded" one, the responses do seem to indicate an interest and intent on the part of participants to further consider and develop programs for teacher (or other staff) preparation in adult education. Perhaps that is not a small accomplishment for a two-year program. Unfortunately, participants were not asked how they intended to fund their efforts.

It is the hope of the Institute staff that FY-71 and FY-72 participants can get the help they need to follow through with their plans. One source of such help might conceivably be the new USOE Regional Projects. Participants were asked if they would be working with their Regional Project in the future. Of the twenty who answered the question, sixteen said, "Yes," though several had proposals still pending and one may not have understood what the Regional Projects plan is. Four indicated that they would not be working through the USOE regional projects.

H. Institution-by-Institution Summary

The chart which follows is a summary statement of what participant institutions have done since they began working with the Institute, either in FY-71 or FY-72. The information included in the chart represents information which the Institute has been able to gather, but may not include all activities of participating institutions.

INSTITUTION-BY-INSTITUTION SUMMARY

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
* U of Alaska	1. (Jan 24-Feb 5) In-Service Teacher Training Institute	None
	2. (Mar 20-22) Workshop for Prep. of ABE Teachers	Farmer
	3. (July 10-13) Workshop on Communication & Group Process for Devel. Ad. Ed. pgms	None
* U of Ariz	1. (Jan 23-Feb 4) Brisco attends Northern Mich Univ Inst for Comm School Directors	None
	2. (Apr 21) Meet with U Nev to plan summer seminar	Wright
	3. (July 18-Aug 4) Workshop for teachers of teachers & teachers of aides in Ad Ed	Spray, Wright
Philander Smith Coll (Arkansas)		
* St Coll Ark	1. Attended state & reg meetings on Ad Ed	None
	2. Submitted proposal on Right to Read Ready to Work	None
* U South Cal	None	None
* Colo St Univ	1. (May 24-25) In-Service meet of CSU staff	None
	2. (Mar 30) Meet of CSU Dpt Educ reprs with state, Colo Ed Assoc, & pub schl reprs to est advisory committee for state survey of adult ed	None

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
U Ak	FY-72: Community-Wide Planning for Adult Ed Planned: 1. The Ad. Lrnr 2. A E Methods	FY-72: Planning for AA, BA, MA in Ad Ed	FY-72: $ approp for one
U Ar	FY-71: 1. Ad Ed 2. ABE 3. Commun Scls	Restructured MA so Ad Ed students could get degree besides Ed Admin	None
Phil Sm			
SCA	FY-72: 1. Ad Psych 2. Mats & Meths in Ad Ed	None	Hope to hire Ad Ed Specialist in future
USC	Already have: 1. Princ of Ad Ed 2. Meths & Mats in Ad Ed	None	Have one already
CSU	FY-71: Plan off-campus classes, workshops, & in-serv training FY-72: Offer 3 Ad Ed courses & 2-week workshop in summer instead of wkshp only	Ha[illegible] MEd in Cc[illegible] Ed	Have Ad Ed staff

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
Colo St Univ (Cont.)	3. (Spring) Survey of state Ad Ed training agencies; public & distrib of survey	Roederer
	4. Review of survey by Ad Ed panel	
* U of Idaho	1. (Sep 1972) Workshop on Ad Ed	Pending
* E Ill Univ	1. (May 2-3) In-house meet of EIU admins & faculty to consider Ad Ed pgm at EIU	McClusky
	2. Univ-wide Task Force apptd by Pres to plan EIU's involvement in Ad Ed	None
	3. Merigis goes to U Okla to study their Cont Ed pgm	None
	4. (Sep 19-21) Ad Ed Workshop	White
* U Iowa	1. (May 18) Planning meeting for Workshop	None
	2. (Sep) Workshop on Teacher Train for Ad Ed	Pending
* Kan St Univ	1. (Apr 17-19) Exchange team from U Missouri comes to evaluate KSU Ad Ed pgm	McClusky
* Nicholls St Univ (Louisiana)	None - Budget problems	None

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
CSU			
U Id	Hope to offer classes 2nd sem 1972-3	Planning stage	FY-72: 1 full-time Ad Ed prof
EIU	Planning stage	Planning stage	None
U I	Have on-site, in-service training.	Already have MA & Ph.D. in Ad Ed Planned: Specialist (60 Sem Hr)	FY-71: 1 full-time instrctr
KSU	FY-71: 1. ABE & GED 2. Ad Ed in Ind & Hospitals FY-72: Practicum courses Planned: 1. Commun Devel 2. Ad Charactrstcs 3. Commun Servs & Cont Ed	Already have MS & PhD in Ad & Occup Ed	FY-71: 1 full-time asst prof FY-72: 1 pos, not yet filled
Nic	FY-71: 1. Org/Admin of Ad Ed Pgms	FY-71: Ad Ed as option for MEd FY-72: No $	FY-71: Transferred staff to Ad Ed

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
Nicholls St Univ (Cont.)		
* U Minn	1. (Feb 10) Multi-College Task Force submits preliminary proposal for Ad Ed pgm at U Minn	None
	2. (May 16-17) Pgm devel committee meets with consultant to plan degree program	Verner
	3. (July 10-11)Committee meets with consultant to plan degree pgm	None (paid for by the Institute)
* U Missouri	1. (Mar 29-30) Exchange team comes to U Mo from Kan St U to evaluate U Mo Ad Ed pgm	McClusky
Mont St Univ	1. (July 15 & Aug 12, 1971) Workshop planning meetings	Caskey
	2. (Oct 31-Nov 2) State-Wide Ad Ed Workshop	Knowles, Blome
	3. (Jan 27-28) Follow-up meeting to promote Ad Ed for Montana	Harry
	4. (Mar 17-18) Second follow-up meeting	Harry
* U of Nebraska	1. (Mar 6) Meeting of univ people re: Ad Ed needs in Nebr	None
	2. (June) Meeting of univ staff & st dpt of ad ed reprs	None
	3. (Sep) State-wide meet re: enlarging Ad Ed program	Pending

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
Nic	FY-71: (Cont.) 2. Hist/Phil of Ad Ed 3. Meths/Mats 4. Sem: Issues in Ad Ed 5. Probs in Ad Ed		
U M	Planned: 3-4 new ones; already have 15 Ad Ed courses in various depts	FY-72: MA pgm in proposal stage	FY-72: (Fall) Staff recruitment
U Mo			
MSU			
U Neb	Have courses already	Have MA & PhD in Ad Ed	Have 3 full-time staff

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
* U of New Mex	1. Several meetings with univ & state personnel re: planning MA in Ad Ed	None
* U Nevada	1. (Apr 21) Meeting with U Ariz to plan summer seminar	Wright
	2. (July 31-Aug 4) Seminar in Ad Ed	Wright, Brisco
* Central St Univ (Oklahoma)	1. (June 8-9) Workshop for Ad Ed pgm directors & coll/univ personnel	Kelso
	2. (June 15-16) Workshop for CSU, st dpt of ed, & selected Ad Ed staff	Oelrich
	3. Devel and expanded curriculum; had ABE teachers & students evaluate it	
* Portland St Univ	None	None
* South Dakota St Univ	1. (July 20-21) Workshop for Ed Dept, Ext, St Dpt of Ad Ed, and St Board of Ad Ed	Burman, Clegg

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
UNM	FY-72: 1. Ad Psych 2. Instr Mats 3. Topics in Ad Reading Probs 4. Topics in Ad Psych or Soc of Ad Ed	FY-72: (Fall) MA in Ad Ed	FY-72: 1 full-time prof
U Nev	Have one grad course in Ad Ed		
CSU	FY-71: 1. Meths/Mats 2. Clin Practice in Reading 3. Tests & Msrmts 4. Voc Devel	Planned: (Fall 1973) MEd with emph in Ad Ed	Planned: part-time instrctr
PSU	Preliminary planning stage	Planning	None
SDSU	FY-71: In-Service Ed for ABE pgms FY-72: 1. Ad Teaching & Learning 2. Admin of Ad Ed 3. Imprvmnt of Reading 4. Diagnosis of Reading Probs 5. Sem in Ad Ed for Teachers 6. Sem in Ad Ed for Admins Planned: Internship	Degree pgm possible	

INSTITUTIONAL SUMMARY

Institution	Date & Activity	Consultant
* U of South Dakota	1. (Sep 17-18, 1971) Meet on teacher prep for Ad Ed with univ & state ad ed officials	Caskey, Harry McClusky
	2. (Sep-Nov 1972) Research project to assess ad ed needs in a S.D. community	Milne, Millar et al
* SW Texas State	1. (Feb 11) Workshop in Ad Ed for jr coll, high school, Tex Ed Agency, & SWTSU reprs 2. Began planning for new Ad Ed facility 3. Requested permission to develop pilot pgm in certification	Kelso, Mitchell
* Tex A & M Univ	1. (Mar 9-10) Workshop for Ad Ed teachers & directors, state agency & TAMU people. Goal is to devel more relevant curric graduate courses in Ad Ed	Dutton, Jensen
* Wash St Univ	1. (Apr 25-29) Conference on Cont & Ad Ed	McClusky
* U of Wyoming	1. (May 4-5) Professional Devel Workshop	Burman, Harry Griffin
(U of Utah)		

INSTITUTIONAL SUMMARY

Inst.	New Courses	New Degree Programs	New Faculty
USD	Now reviewing long-range curriculum plans in Ad Ed		
SWTSU	FY-72: 1. Psych of Human Problems 2. Teaching in Commun College Planned: 1. Meths/Mats 2. Intro to Ad Ed Plan implementation of certif endorsement by 1973	None	FY-72: ½-time prof FY-73: 3/4-time prof
TAMU	FY-71: 2 grad courses on campus; 3 grad courses off-campus Planned: 5 courses to be offered every semester	Planned: MA in Ad & Ext Ed; PhD, EdD in Ad Ed	FY-72: 1 full-time assoc prof; 1 full-time asst prof Planned: one new instrctr
WSU	Have several courses already; 3 new courses proposed, but funds pending	FY-72: Modify jr coll area of spec for Ad Ed	FY-71: 1 full-time prof Planned: 2 full-time profs
U W	FY-72: 1. Ad Ed Curric Revision 2. Begin course devel for undergrad pgm	Have MA & PhD Plan: Undergrad	Had Ad Ed staff FY-71: 1 new part-time prof
U U		MA proposal written	

NOTE: * means institution returned questionnaire.

V. SUMMARY AND CONCLUSIONS

A summary of results for the past two years of Institute activity might best be presented in chart form as follows:

	FY-71	FY-72 & Ext.
Number of persons involved in Institute-related activities	651	1100
Number of institutions undertaking some Institute-related follow-up activity (25 possible)	23	21
Number of institutions using Institute's Consultant Service (25 possible)	19	18
Number of new courses in adult education	19	17
Number of new or modified degree programs in adult education:		
Initiated	2	3
Proposed	1	1
Number of new adult education faculty positions	9	8

From the preceding report and the above summary, it is quite apparent both that participating institutions during the two years of the program were active and that the Institute's services were well-received and widely used. The Institute staff feel quite strongly that a solid movement in adult education has begun in the western United States, even though Institute participants have had an uphill job building awareness and commitment as well as garnering financial support.

Unfortunately it is difficult to put down a chart of numbers for this kind of program and really know what the numbers signify. For example, in studying the pattern of participating institutions' Institute-related efforts during the past two years, one is immediately aware of the variation in types of meetings held, reasons for hiring consultants, and types of courses and degree programs developed.

At the Institute's first Workshop in December 1970, many participating institutions knew very little about adult education, let alone teacher preparation for adult education, and they had to spend the first year or two assessing needs, building institutional awareness and commitment, and doing preliminary program planning. To have

expected these institutions to emerge with sophisticated adult education or teacher preparation for adult education programs within two years was not realistic. Other institutions, however, came to the Institute with adult education courses and degree programs already in operation. These institutions were interested in expanding or modifying already existing programs.

What these variations mean for evaluation is that comparison is difficult. Each institution can only truly be evaluated against itself. The overall summary figures in a report such as this merely give a rough idea of what has been accomplished, though the Institute staff feels that these figures are highly encouraging.

Another difficulty in evaluating the past two years stems from the fact that a number of participants, though active, have been more interested in developing broader adult education programs than in focusing solely on teacher preparation for adult education. The establishment of teacher preparation programs has been the Institute's stated and contract goal, however. That this situation exists could mean that: (1) the Institute did not clearly enough state and communicate its goals and expectancies, (2) participants saw other institutional needs as more important (e.g., building awareness and enthusiasm for adult education in general or developing a broad adult education curriculum), or (3) both. If the goals were not clearly stated and conveyed, then there can be no way of knowing if the goals were reached. If the goals were not coincident with what institutions saw as their primary needs, then those goals will probably never be reached, no matter how clearly stated.

Based on the experience of two years, it is the opinion of the Institute staff that both problems may have been responsible. The Institute may not have been emphatic enough about its interest in <u>teacher preparation</u>, though this was certainly less true in FY-72 than in FY-71 as should be clear from a look at the topics included in the December-1971 Workshop Agenda. Also contributing to the goal confusion may have been the fact that adult education in colleges and departments of education is a new thing for the western United States. The Institute may have been perceived as a source of help for adult education in general.

An analysis of institution efforts during the past two years also suggests that participants felt they had other needs to meet before they could begin developing programs specifically aimed at teacher preparation. Although a number of courses in teacher preparation were developed, there was a much broader emphasis than just teacher education. In the long run, it may be to the Institute's merit and adult education's advantage that the Institute was able to

meet the varying situations and requests with flexibility. It is unfortunate, however, that the Institute could not have operated for another two years to help those institutions further develop and stabilize their new adult education proposals and programs. Hopefully the new USOE Regional Projects will not let these initial efforts flounder.

APPENDIXES

APPENDIX A

MINUTES OF THE ADVISORY COMMITTEE MEETING

FOR THE

HIGHER EDUCATION ADMINISTRATORS" INSTITUTE FOR TEACHER TRAINING

An Advisory Committee meeting was held on July 29, 1970 at the Sixth South Travel Lodge in Salt Lake City, Utah beginning at 9:00 a.m.

Present at the meeting were

Dr. Robert Altman	Western Interstate Commission for Higher Education
Dr. Robert Boyd	Commission of Professors of Adult Education
Dr. Charles F. Caskey	Associate Director, Administrators' Institute
Mr. Bayard Clark	U. S. Office of Education in Washington, D. C.
Dr. Alton P. Hadlock	Director, Administrators' Institute
Dr. Harry Hilton	Region VII Program Officer, USOE
Dr. Willard Lane	University Council for Educational Administration
Dr. James E. Lightbody	Assistant Superintendent of Lincoln Vocational and Technical Schools
Dr. Roy Minnis	Region VIII Program Officer, USOE
Mr. Calvin Nichols	Region IX Program Officer, USOE
Dr. Joe Nielson	Representing Dr. Avard A. Rigby of the Utah State Board of Education
Mr. Carwin Peterson	Utah State Board for Higher Education
Dr. Everett Samuelson	Association of Deans of Colleges of Education

Dr. Glenn Jensen of the Commission of Professors of Adult Education was unable to attend. Miss Jo Anne Musser recorded the minutes.

After introductions, Dr. Hadlock explained the background and development of the grant proposal and the purpose of the Administrators' Institute.

It will attempt to provide leaders, deans and/or department heads of teacher-training departments in colleges and universities in the United States with leadership knowledge and skills necessary to organize and conduct programs for training teachers in Adult Education. Because of a restricted budget, our efforts will be concentrated primarily in states west of the Mississippi.

Members of the Committee were reminded that their suggestions are vital in assuring the success of the Institute and in implementing the goals set forth in the proposal. Open discussion followed, and an agenda was prepared to guide further discussion during the day:

1. Adult Education
   a) Adult Basic
   b) High School Completion
   c) Vocational
   d) Industry
   e) Other
2. Institutional Commitment
   a) How Obtained
   b) Selection of Participants
   c) Area-wide Representation
   d) Criteria for Selection
3. Institute Agenda
4. Follow-up or Back-home Program
5. Establishing Adult Education Teacher-Training Programs.

1. Adult Education: Members felt that the Institute goals were acceptable in light of national priorities, which include trying to develop participating citizenship. The type of program outlined in the proposal will

encourage institutions of higher education to assume direct responsibility for the preparation of professional workers in adult education. Trained and sympathetic people are needed in every situation with the philosophical basis and commitment to provide leadership and instruction for adults. Colleges of education should become qualified to apply principles which are of common concern in the educational process in training others to become genuine adult educators. They must work with other departments and disciplines in designing programs that provide the broadest possible training.

Our first responsibility is to confront top administrators with the pressing needs of society. The image and function of adult education must eventually be defined, since educating children in the country is obviously not meeting the needs of our people. Education is a continuing responsibility. A lack of financial support in the last few years has prevented many competent and trained graduates from functioning as teacher trainers. Although there is an urgent need for teachers in adult education, it is still difficult to recruit bright young people to work in this area.

2. Institutional Commitment: Prior contacts indicate that a number of institutions in the target region are already committed to the idea of developing and establishing teacher-training programs in adult education. More than one dean who is personally committed, however, may not have the full backing of his staff. To get an effective representation from participating institutions, we will consider inviting individuals such as chairmen of faculty councils, chairmen of university curriculum committees, or presidents of universities. Mr. Bayard Clark from the U. S. Office of Education in Washington stated that in his opinion the contract provisiors may be interpreted to include a

commissioner for higher education, or someone on the dean's staff who is going to be responsible in this area. We are also interested in people who can interpret the program to their state legislatures. It will be difficult, however, in the period of a year to substantially influence the political structure. Efforts will be expended primarily in identifying and working with those institutions or consortiums of institutions who are willing, either individually or cooperatively, to establish teacher-training programs in adult education. With as little as 2 or 3 percent yearly increases in university budgets, university presidents are finding that for some purposes cooperative arrangements with other institutions provide many advantages. We are fortunate in Utah to have the State Board of Higher Education which attempts to coordinate all of the programs in universities and colleges throughout the State. Institutions in member states of the WICHE compact - the Western Interstate Commission for Higher Education - may participate in cooperative projects at their own discretion.

The Staff of the Administrator's Institute will work closely with regional program directors, higher education councils where they exist, state directors and other representatives of the various departments of education, and the institutions themselves in selecting people who are best qualified to participate in the December Workshop. We will accept a committee of representatives from an institution if they will sponsor the additional people. The proposal now provides for one person from each university or college. We may want to reduce the number of participating institutions and invite as many as two representatives from each. The facilities we have selected can accommodate more than 25. However, Committee members felt it was important to maintain an optimum communication level throughout the Workshop.

The Committee agreed that one or more of the following would indicate commitment in addition to those items outlined in the contract:

a. one qualified person from the institution;

b. one paid representative along with others at the institution's expense;

c. willingness to send a committee to the Workshop at the institution's expense;

d. organizing a curriculum committee to identify and study problems in the development of teacher training programs in AE at the institution, and sending one representative of the committee to the Workshop.

We were informed that there would be difficulty in getting some institutions to commit themselves. Five-, ten-, fifteen-year priorities, scarcity of space, and an overworked faculty tie up resources and manpower. Deans must be sold on the idea of expanding their programs to include adult education. The recommendation was made that we provide them with statistical facts concerning the need for adult education,as was done in the case of Special Education. It was also suggested that we provide each dean with an informative volume on adult education about a week prior to our first personal contact. A good selection would be Adult Education: Outline of An Emerging Field of University Study, edited by Jensen, Liveright, and Hallenbeck.

3. Institute Agenda. Based on committee recommendations, our Workshop agenda will include selections from the following items:

a. Degree programs now in operation. Present state of the art.

b. Rationale for professional training in adult education (a look ahead).

c. Skills and attitudes needed by adult educators. Problems of the disadvantaged.

d. Comparing traditional and adult education approaches.

e. Relationship between teacher education programs and adult education programs in communities. Video-taping of various adult education programs in existence. What is missing? Where do we need improvement?

f. Settings for adult education: community centers, businesses, industry, churches, etc.

g. Basic data about adult education: available research; need for teachers; pressing needs of national priorities; how can colleges and universities tie into this?

h. How to get data: research thrust of higher education.

i. Evidence of industry's need for adult educators.

j. Requests from participating institutions.

k. Strategies for establishing programs.

l. Evaluation model: 1) quantitative
2) qualitative

m. Interdisciplinary approach.

n. Non-educator as a "Devil's Advocate" on program - maybe a member of the President's Advisory Committee on Adult Education.

o. Developing follow-up plans.

Members recommended that the program have a positive structure and that we concentrate on making it an informative three-day session. One of the goals of the Institute is to develop understanding of adult education in general and to build a whole rationale and philosophy. So that they can determine the anticipated direction for the future, it would be helpful if participants could be brought up-to-date on current and pending legislation concerning adult basic education and teacher training.

4, 5. Follow-up and Establishing Adult Education Teacher-Training Programs. It is not possible to designate a particular program design which we will support in an institution. Many colleges have well-defined teacher-trained departments and experienced personnel, while in states such as Alaska, institutional programs exist which can neither be described as graduate or undergraduate. Our interest is in the end products - the impetus given to

teacher-training programs in adult education.

In contemplating the back-home training programs for these institutions, committee members felt that the following items would probably be considered. How they are developed will depend upon the staff of the institution in possible consultation with members of this Advisory Committee:

a. A coalescing of knowledge with various departments and disciplines, with the college of education as the central core.

b. Access to the people we are going to serve: union leaders, community leaders, young men and women who are trained to teach in the elementary and secondary schools -- we must pull all these groups together.

c. Programs meeting the needs of adults in the nation rather than just the needs of the university or any other educational agency.

d. A rationale for adult education at the professional level.

e. State in which teachers are going to be operating: community colleges; many social agencies. What is the need?

f. Operational function - educational programs for adults from every department and discipline: Medicine, Engineering, Agriculture, etc. Training people at a leadership level rather than just at the classroom level.

g. Scope of program - for some colleges it may be unrealistic to develop a whole program right away. The administration is not going to ignore other priorities. To begin with, it may be input into an existing program using available teachers - eventually, a separate program.

h. The educational component - organization of learning as it relates to adult activities.

i. Components of a separate curriculum. What is unique about adult education?

j. Identifying prospective teachers with desirable personality

structures.

k. Diversification of program design - regional differences.

l. Major aspects of programs have commonalities across institutional lines.

The meeting was adjourned at 4:00 p.m.

APPENDIX B

PARTICIPANTS

HIGHER EDUCATION ADMINISTRATOR'S INSTITUTE

FOR TEACHER TRAINING IN ADULT EDUCATION
(December 7 - 9, 1970)

NAME	INSTITUTION
Bill J. Brisco Associate Professor of Educational Administration	University of Arizona Tucson, Arizona 85721
M. M. Gubser Assistant to the Dean	University of Arizona Tucson, Arizona 85721
Harry F. Hodge Dean, College of Education	Arkansas State University State University, Arkansas 72467
Ben A. Lewis Dean, Graduate School	State College of Arkansas Conway, Arkansas 72032
Leon Levitt Assistant Prof. of Teacher Education	University of Southern California Los Angeles, California 90007
Denzil Clegg Assoc. Prof. of Cont. Educ. Department of Education	Colorado State University Fort Collins, Colorado 80521
Paul Kaus Coordinator, Continuing Educ.	University of Idaho Moscow, Idaho 83843
Everett V. Samuelson Dean, College of Education	University of Idaho Moscow, Idaho 83843
Richard Lee Willey Dean, College of Education	Idaho State University Pocatello, Idaho 83201
Arthur Burman Professor of Education College of Education	University of Iowa Iowa City, Iowa 52240
Samuel Robert Keys Dean, College of Education	Kansas State University Manhattan, Kansas 66502

NAME	INSTITUTION
J. T. Sandefur Dean, School of Education and Psychology	Kansas State Teachers College Emporia, Kansas 66801
W. Eugene Werner Head, Department of Educational Administration	Kansas State Teachers College Emporia, Kansas 66801
William E. Gardner Associate Dean, College of Education	University of Minnesota Minneapolis, Minnesota 55455
Bob G. Woods Dean, College of Education	University of Missouri-Columbia Columbia, Missouri 65201
Arvin C. Blome Assistant Dean College of Education	Montana State University Bozeman, Montana 59715
James B. Case Chairman, Secondary Education	University of Nevada at Las Vegas Las Vegas, Nevada 89109
Richard L. Holemon Associate Dean Curriculum and Instruction	University of New Mexico Albuquerque, New Mexico 87106
Gene M. Wright Assistant Prof., Educational Foundations and ABE Specialist Cont. Ed. and Ext. Div.	University of New Mexico Albuquerque, New Mexico 87106
O. E. Lovell Dean, Graduate School	Nicholls State University Thibodaux, Louisiana 70301
Allan W. Sturges Professor and Chairman Department of Education	University of North Dakota Grand Forks, North Dakota 58201
Edgar L. Petty Chairman, Div. of Ed. and Psychology	Central State College Edmond, Oklahoma 73034
Eugene F. Cates Associate Dean College of Education	University of Oklahoma Norman, Oklahoma 73069

NAME	INSTITUTION
Loren M. Carlson Director of State-Wide Ed. Services	University of South Dakota Vermillion, South Dakota 57069
V. Duane Everrett Head, Department of Education	South Dakota State University Brookings, South Dakota 57006
Thomas Edward Moriarty Dean, School of Education	University of South Dakota Vermillion, South Dakota 57069
Oscar Lee Dorsey Dean of the College of Professional Schools	Southwest Texas State University San Marcos, Texas 78666
Earl Jones Director, Adult Education	Texas A & M University College Station, Texas 77843
Earl W. Harmer Chairman, Department of Education	University of Utah Salt Lake City, Utah 84112
Jack H. Cooper Professor of Higher Education	Washington State University Pullman, Washington 99163
Lloyd B. Urdal Chairman and Professor Department of Education	Washington State University Pullman, Washington 99163
Laurence A. Walker Acting Dean College of Education	University of Wyoming Laramie, Wyoming 82070

APPENDIX C

A G E N D A

WORKSHOP

Higher Education Administrator's Institute for Teacher Training in Adult Basic Education

MONDAY, DECEMBER 7, 1970

8:00 A.M.	COFFEE	
9:00 A.M.	GOAL FORMATION	Shizuko N. Harry College of Education University of Utah
10:00 A.M.	BREAK	
10:30 A.M.	INTRODUCTIONS	
	Charles H. Monson, Jr. Associate Academic Vice President University of Utah Stephen P. Hencley Dean, College of Education University of Utah Paul V. Delker U. S. Office of Education Washington, D. C. Roy B. Minnis Region VIII Program Officer for the U. S. Office of Education Denver, Colorado	
	ORIENTATION TO WORKSHOP	Alton P. Hadlock Project Director University of Utah
12:00 Noon	LUNCH	
1:30 P.M.	A REPORT OF THE SOUTHERN REGIONAL EDUCATION BOARD PROJECT IN ADULT LEARNING . . .	Charles E. Kozoll Southern Regional Education Board Atlanta, Georgia
3:00 P.M.	BREAK	
3:30 P.M.	SMALL GROUP DISCUSSIONS	
4:15 P.M.	PLENARY SESSION	
5:00 P.M.	DINNER	
8:00 P.M.	DEMONSTRATION OF SIMULATED GAME EXPERIENCES	Shizuko N. Harry Alton P. Hadlock

TUESDAY, DECEMBER 8, 1970

8:30 A.M.	THEORIES OF ADULT LEARNING FOR TEACHERS OF ADULTS	Howard R. McClusky University of Michigan Ann Arbor, Michigan
10:00 A.M.	BREAK	
10:30 A.M.	SMALL GROUP DISCUSSIONS	
11:15 A.M.	PLENARY SESSION	
12:00 Noon	LUNCH AND RECREATION	
3:30 P.M.	DEVELOPING A THEORY OF ADULT TEACHING	Jack Mezirow Teachers College at Columbia University New York
5:00 P.M.	DINNER	
7:00 P.M.	SMALL GROUP DISCUSSIONS	
7:45 - 8:15 P.M.	PLENARY SESSION	

WEDNESDAY, DECEMBER 9, 1970

8:30 A.M.	INDIVIDUAL OR GROUP PLANNING FOR BACK-HOME TRAINING OF FACULTY
10:00 A.M.	BREAK
10:30 A.M.	MORE PLANNING FOR BACK-HOME TRAINING
12:00 Noon	LUNCH
	Extended through 2:00 P.M. to allow time for check-out from hotel.
2:00 P.M.	REPORTS ON BACK-HOME PLANS (The Institute staff would like a copy.)

FAREWELL

APPENDIX D

SUMMARY OF THE

HIGHER EDUCATION INSTITUTE ADVISORY COMMITTEE MEETING

August 25, 1971 - Salt Lake City, Utah

The Advisory Committee meeting of the Higher Education Institute was held on August 25, 1971 at the Sixth South Travelodge in Salt Lake City, Utah. The meeting, chaired by Institute Director Alton Hadlock, began at 9:00 a.m. and adjourned at 4:00 p.m. Minutes were taken by Ginger Walmsley.

The agenda for the meeting is listed below, though members were told that it was flexible and could be changed as they wished:

9:00 AM
- I. Introductions and Review
  - A. Self-Introductions
  - B. Fiscal Year 1971 Program
  - C. Fiscal Year 1972 Program
  - D. Remarks - Dr. Howard Y. McClusky
- II. Planning for Fiscal Year 1972
  - A. The Workshop Question: Regional Workshops or a Second Park City?
  - B. Post-Workshop(s) Activities: What Should the the Role of the Institute Be?
  - C. Community Development and Teacher Preparation in Adult Education: What King of Working Relationship?

1:00 PM
- III. Selection of Participant Institutions
  - A. Criteria for Choosing Participants: What Constitutes Commitment?
- IV. Evaluating the Fiscal Year 1972 Program: What Constitutes Success?
- V. Continuing Involvement of the Committee: What Should Its Role Be Throughout the Year?

Although the day's discussion ranged over a number of subjects, only those which pertain directly to operating the Institute program and which seemed (to the Institute staff) to reflect a consensus of the members are listed below.

Needs in Adult Education: Regarding the need for Adult Education and Teacher Preparation for Adult Education (and hence for an organization like the Institute to encourage and promote teacher preparation), members felt that adult education is becoming increasingly important

in all spheres of life to meet the demands of societal change and that teachers with special training in that area are a must. However, members seemed to agree that these "felt needs" should be backed up by some solid data. One of the organizations represented at the meeting is in the process of documenting the need to train teachers of adults and will have the information ready this fall. Members also felt it urgent and timely to: (1) spread the word about what needs to be done and what institutions and organizations (like the Institute) are doing, and (2) to emphasize the necessity of establishing adult education as a national priority for action.

Workshop(s): One workshop rather than several was favored, to be held for several days in or near Salt Lake City. Both old and new participant institutions would attend. Two program ideas discussed at some length were that (1) a general survey of FY-71 participant institutions' progress and plans and (2) one or more position papers be developed and presented for consideration and discussion by both old and new participants (and any others present at the Workshop). Both ideas would necessitate a good amount of pre-Workshop preparation to make the Workshop worthwhile. FY-71 participants chosen for FY-72 participation might meet the day before the Workshop to compare their institution analyses and compile the overall survey which would be presented the next day. The position papers might cover Issues, Approaches, and Means in Adult Education, and might include some discussion of certain community development concepts/techniques which could be of benefit to the adult educator by broadening his perspective beyond traditional educational approaches. Other topics for discussion at the Workshop should pertain to problems common to many of the participant institutions (perhaps as discerned from the institution survey). In any event, the Workshop program should be designed as carefully as possible to meet the needs of both new and former participant institutions. As in FY-71, participants would develop Back-Home Plans, hopefully in conjunction with their State Directors of Adult Education (hereafter referred to as SDAEs). The Institute's post-Workshop role would be to provide consultant help as was done in FY-71.

There was some question on whether the Institute was emphasizing (1) any particular category of adults to be educated and (2) pre- or in-service training. The chairman reminded members that the Institute was not directly a teacher training project but was intended to provide education and expertise for institution representatives to set up programs appropriate to their own situations. By the end of the day, general opinion seemed to be that the definition of audience to be educated and appropriate training program were a function of area needs and should be researched and acted upon by the participant institutions in conjunction with the SDAEs, workshop experiences and consultant help provided by the Institute, and other resources which might be pertinent.

State Directors of Adult Education: There was a consistently strong feeling that SDAEs should be heavily involved in all phases of Institute activity. Their functions could include: (1) providing information on institution activities and state needs/resources, as they did to a certain extent in FY-71, (2) working with their state's participant institution(s) before, during and after the workshop to assess needs and plan/implement programs, and (3) attending the workshop if possible.

Participants: Members seemed disinclined to favor specific participant selection criteria, but felt that the Institute should gather all the information it can from its own records, from Regional Program Officers, Regional/State Directors of Adult Education, and former and potential participant institutions regarding the desire and ability of institutions to achieve the Institute's goals. On the basis of all available information, the Institute staff should then determine which institutions show the most progress and/or promise and select those as FY-72 participants. The Advisory Committee would not serve as a Selection Committee, but would give advice upon request of the Institute Director. The SDAEs might also be called upon for advice.

It was felt that former participant institutions should definitely be required to analyze their progress and future plans and that they should agree to contribute their analysis to the institution survey (for the Workshop) before they could be considered for FY-72 participation. Potential participants would have to agree to draw up Action Plans before or during the Workshop. Also, many members felt that all candidate institutions should agree to work with the SDAEs prior to, as well as during and after, the Workshop in order to mutually assess needs, roles, responsibilities, and perhaps to draw up detailed plans for cooperative action (if they have not done so already).

Evaluation: Although no specific techniques or criteria were mentioned, except as illustrations, members seemed to feel that it would be important to develop practical and measurable objectives (e.g., behavioral objectives) by which the Institute's achievements could be assessed, rather than developing an evaluation procedure which, though elegant, might be expensive, time-consuming and of little use.

Function of Advisory Committee: Members did not see themselves in a position to be making decisions for the Institute, but seemed willing to serve as a sounding board for questions/problems/ideas. They would be kept up-to-date on Institute activities, and they in turn should correspond with the Institute whenever they have comments.

APPENDIX E

MEMBERS OF THE ADVISORY COMMITTEE
Higher Education Institute - 1971-1972

Name	Organization Represented
George S. Abshier	Community Development Society of America
Arvin C. Blome	Participant, Higher Education Institute (FY-71)
James H. Fling	National Council of State Directors of Adult Education
William S. Griffith	Commission of Professors of Adult Education
Brent H. Gubler	Utah State Board of Education (Adult Education)
Stephen P. Hencley	Graduate School of Education, Univ. of Utah
Leonard R. Hill	National Advisory Council on Adult Education
Darrell Holmes	American Association of State Colleges and Universities
Leon R. McCarrey	Utah System of Higher Education
Howard Y. McClusky	Consultant for several Higher Education Institute participants in FY-1971
Roy B. Minnis	Denver Regional Office of Adult Education, U. S. Office of Education
Calvin J. Nichols	San Francisco Regional Office of Adult Education, U. S. Office of Education
Edward C. Pomeroy	American Association of Colleges for Teacher Education
Avard A. Rigby	Utah State Board of Education (Adult Education Office)
Everett V. Samuelson	Participant, Higher Education Institute (FY-71); National Association of Schools and Colleges of Education in Land Grant and State Universities

APPENDIX F

THE UNIVERSITY OF UTAH

SALT LAKE CITY 84112

HIGHER EDUCATION INSTITUTE
FOR TEACHER PREPARATION
IN ADULT EDUCATION
ROOMS 140 AND 138
SPECIAL EVENTS CENTER
TELEPHONE (801) 322-6579

October 1, 1971

MEMORANDUM

TO:

FROM: Fritz Caskey

SUBJECT: FY-72 Participation

As you know, the Higher Education Institute for Teacher Preparation in Adult Education has been refunded for a second year. The FY-72 Advisory Committee met in Salt Lake City on August 25 to help outline the year's activities, and now the Institute staff is beginning to plan a sequel to the December-70 Park City Workshop. It will probably be held in Salt Lake City the second or third week in December.

Before we can plan the Workshop, however, we need to determine who the participants for this year's Institute will be. As indicated in the August Monthly Report, mailed to all FY-71 participants, we plan to invite at Institute expense all who have shown progress in establishing teacher preparation programs for adult education. More specifically, since FY-72 will hopefully be a year of detailed and in-depth action on the part of the FY-71 participants, our selection committee has decided on the enclosed guidelines for the current year (some of the guidelines are similar to those of FY-71). The items listed in Part I of the enclosure are not criteria in the strictest sense, but institutions which follow them as a guide will be favored for selection as financially-supported participants.

The institution analyses which we are requesting, as described in Part I of the Selection Guidelines, have a particular importance for several reasons. First, doing a written analysis will give participants an opportunity to think again about what progress has been made, what obstacles exist and what their future plans should be. Second, the analyses will provide an excellent basis upon which we may build a Workshop Program. And third, the Institute staff is thinking of compiling an in-depth summary of those analyses, with special emphasis on approaches and problems, which could benefit all participants at the Workshop.

Information received from each FY-71 participant <u>institution</u> will be carefully reviewed by the selection committee. If there are two participants from one institution, you may collaborate on one reply if you so desire.

A member of the Institute staff may contact you by phone or mail for further information. Institution and participant selections will then be made as indicated in Part II of the enclosed Guidelines.

As the time is passing quickly and holding another December Workshop necessitates much planning, we would request that you attempt to have your reply in to us as soon as possible but not later than October 31, 1971.

We look forward to hearing from you very soon and sincerely hope you will continue with our Institute during Fiscal Year-1972!

FY-72 SELECTION GUIDELINES

Part I: Suggested Institutional Action:

1. Indication of Interest - The applicant indicates interest in continuing with the Institute during FY-72.

2. Institution Analysis - The applicant agrees to prepare an institution analysis which includes the following items. The report should be thorough and should be submitted to the project office by October 31, 1971.

   a. Base-line information on what the institution was doing in the area of teacher preparation for adult education before it began working with this Institute (i.e., before December 1970);
   b. A summary of what that state's needs are in teacher preparation for adult ed and how they were being met;
   c. A summary of gains made by the institution in the area of teacher preparation for adult ed during FY-71 (i.e., after December 1970);
   d. A summary of what the institution hopes to do and thinks it can accomplish in the area of teacher preparation for adult ed during FY-72, and how it thinks this Institute might be able to help;
   e. Suggestions for topics which the institution would like to see included at the Workshop (i.e., which it would find helpful).

3. Cooperation with State Director of Adult Education - The applicant agrees to work with his State Director before, during (if the SDAE can make it to the Workshop) and after the Workshop to:

   a. Gather information on state needs and resources;
   b. Outline a desirable and workable program for teacher preparation in adult ed which will fit state needs/resources;

c. Plan a strategy for implementing the program;
d. Carry through <u>together</u> on implementing the program (and evaluating it). Keep institution-SDAE communication strong.

NOTE: We realize many institutions will have already done some or all of the above, but we want to emphasize the importance of the state office, both as a rich source of information and as a possible source of program funding.

4. <u>Keeping Project Staff Informed</u> - The applicant agrees to:

a. Keep the Project staff informed of its Institute-related activities;
b. Respond to Institute requests for information.

NOTE: We feel that both <u>a</u> and <u>b</u> are extremely important in order that we may assess (1) our progress and (2) the appropriateness of the project design. Our knowledge of what participant institutions are doing, what problems they are having, where they need special help, etc., help us to know where changes in project structure and procedure might be needed.

5. <u>Make some Commitment to Teacher Prep in Adult Ed</u> - The applicant agrees to make some kind of firm commitment to Teacher Preparation in Adult Education. This could include such things as:

a. Meeting the above four requests; AND/OR
b. Agreeing to send institution representative(s) to the Workshop at that institution's expense; AND/OR
c. Setting forth some proposal for action which would indicate clear effort on the institution's part toward meeting the needs for <u>teacher preparation</u> in adult education.

Part II: Selection of FY-72 Participant Institutions:

1. Institutions will be invited to participate during FY-72 <u>at Institute expense</u> if:

a. They express interest in continuing with the Institute;
b. They make some commitment to teacher preparation in adult education, as discussed in Part I.

2. Institutions will be invited to participate during FY-72 <u>at their own expense</u> if they express interest in continuing with the Institute but don't make any effort at commitment.

NOTE: Selection Committee - Members of the Institute staff will constitute the Selection Committee, though they may choose to request advice/opinions from the U. S. Office of Education Regional Program Officers for Adult Education, the State Directors of Adult Education, Advisory Committee members, etc. Final decisions and responsibility for those decisions remain with the Project Staff, however.

Part III: Selection of Participant Deans:

1. Invitations would be directed to/through the deans of education on the following basis:

   a. The deans would be invited to attend.
   b. In cases where other persons represented the deans at the December-70 Workshop, the other persons would also be invited to attend.
   c. We could offer to pay the expenses of the dean or his associate dean, but emphasize that two persons would be desirable from each institution (and would indicate commitment). One person would be paid for by the participating institution.

APPENDIX G

PARTICIPANT LIST

Higher Education Institute for
Teacher Preparation in Adult Education
December-1971 Workshop

STATE AND NAME	INSTITUTION OR AGENCY
ALASKA	
W. Russell Jones, Coordinator Teacher Education Programs Southeastern Regional Center	University of Alaska 225 6th Street Juneau, Alaska 99801 Tel: (907) 586-6746
George A. Swift Adult Basic Education Program Officer Alaska Office Building	State Department of Education Juneau, Alaska 99801 Tel: (907) 586-6330
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M. M. (Lyn) Gubser Assistant to the Dean College of Education	University of Arizona Tucson, Arizona 85721 Tel: (602) 884-1461
ARKANSAS	
Crawford J. Mims Vice President for Academic Affairs	Philander Smith College Little Rock, Arkansas 72203 Tel: (501) 375-9845
Luther Black, Director Adult Basic Education	State Department of Education Little Rock, Arkansas 72201 Tel: (501) 371-2263
CALIFORNIA	
Don A. Carpenter Assistant Dean Evening College Division	University of Southern California Los Angeles, California 90007 Tel: (213) 746-2641
COLORADO	
Arvin C. Blome Head, Department of Education	Colorado State University Fort Collins, Colorado 80521 Tel: (303) 491-6474

STATE AND NAME	INSTITUTION OR AGENCY
IDAHO	
Loren L. Scott, Chairman Dept. of Professional Preparation College of Education	Idaho State University Pocatello, Idaho 83201 Tel: (208) 236-2331
Hervon Snider Associate Dean College of Education	University of Idaho Moscow, Idaho 83843 Tel: (208) 885-6772
Marvin E. Rose Consultant, Adult Education	State Department of Education State Office Building Boise, Idaho 83707 Tel: (208) 384-3384
ILLINOIS	
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Charles L. Joley Coordinator of Field Services Faculty of Education Booth House	Eastern Illinois University Charleston, Illinois 61920 Tel: (217) 581-3914
J. Clark Esarey, Director Adult Education Unit 316 South Second	Office of the Superintendent of Public Schools Springfield, Illinois 62706 Tel: (217) 525-7631
IOWA	
John L. Davies Director of Instructional Services and Chairman, Adult Education Dept. C111 East Hall	University of Iowa Iowa City, Iowa 52240 Tel: (319) 353-5032
C. J. (Chuck) Johnston Chief, Adult Education	State Dept. of Public Instruction Grimes Office Building Des Moines, Iowa 50319 Tel: (515) 281-5251

STATE AND NAME	INSTITUTION OR AGENCY
KANSAS	
Samuel R. Keys, Dean College of Education 102 Holton Hall	Kansas State University Manhattan, Kansas 66502 Tel: (913) 532-5525
Albert B. Campbell Adult and Occupational Educ. Holton Hall	Kansas State University Manhattan, Kansas 66405 Tel: (913) 532-5535
LOUISIANA	
O. E. Lovell Dean of Academic Affairs University Station - P.O. Box 2016	Nicholls State University Thibodaux, Louisiana 70301 Tel: (504) 446-8111 Ext. 303
Robert W. Boyet State Supervisor of Adult Education P.O. Box 44064	Louisiana State Dept. of Education Baton Rouge, Louisiana 70804 Tel: (504) 389-6658
MINNESOTA	
Gordon I. Swanson Professor and Director, International Programs 129 Burton Hall	University of Minnesota Minneapolis, Minnesota 55455 Tel: (612) 373-5183
MISSOURI	
Robert J. Dollar Professor of Education and Chairman, Higher & Adult Education Department 301 Hill Hall	University of Missouri Columbia, Missouri 65201 Tel: (314) 449-8551
Elvin D. Long Assistant Director of Adult Education P. O. Box 480	Missouri State Dept. of Education Jefferson City, Missouri 65101 Tel: (314) 635-8125
MONTANA	
Earl N. Ringo, Dean College of Educatio.n	Montana State University Bozeman, Montana 59715 Tel: (406) 587-3121 Ext 538

STATE AND NAME	INSTITUTION OR AGENCY
MONTANA (Cont.)	
C. Brent Poulton Supervisor, ABE State Capitol	Office of the Supt. of Public Instruction Helena, Montana 59601 Tel: (406) 449-3082
NEBRASKA	
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OKLAHOMA	
Richard J. Mitchell, Coordinator Continuing and Adult Education School of Education	Central State University Edmond, Oklahoma 73034 Tel: (405) 341-2980 Ext 2701
OREGON	
George C. Timmons Assistant Dean, School of Education P.O. Box 751	Portland State University Portland, Oregon 97207 Tel: (503) 229-4750

STATE AND NAME	INSTITUTION OR AGENCY
OREGON (Cont.)	
Robert G. Green Specialist Adult and Continuing Education	Oregon Board of Education 942 Lancaster Drive N.E. Salem, Oregon 97310 Tel: (503) 378-4765
SOUTH DAKOTA	
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George W. DeBow State Director Adult Basic Education	State Dept. of Public Instruction Pierre, South Dakota 57501 Tel: (605) 224-3447
TEXAS	
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Robert A. Fellenz Asst. Professor, Adult Education Building C	Texas A & M University College Station, Texas 77843 Tel: (713) 845-6981
UTAH	
Earl W. Harmer, Chairman Department of Education 142A Milton Bennion Hall	University of Utah Salt Lake City, Utah 84112 Tel: (801) 581-6075
Brent H. Gubler Coordinator, Adult Education	State Board of Education Salt Lake City, Utah 84111 Tel: (801) 328-5574

STATE AND NAME	INSTITUTION OR AGENCY
WASHINGTON	
Lloyd B. Urdal, Chairman Department of Education	Washington State University Pullman, Washington 99163 Tel: (509) 335-4873
Elmer E. Clausen Director of Adult Education P.O. Box 527	State Dept. of Public Instruction Olympia, Washington 98504 Tel: (206) 753-6748
WYOMING	
Laurence A. Walker Dean, College of Education University Station P.O. Box 3374	University of Wyoming Laramie, Wyoming 82070 Tel: (307) 766-3145

WORKSHOP AGENDA

Higher Education Institute for
Teacher Preparation in Adult Education

Monday - December 13, 1971

8:00 A.M. COFFEE AND ROLLS - PICK UP WORKSHOP FOLDERS - ALTA ROOM

9:00 A.M. WELCOME

Alton P. Hadlock
Project Director, Higher Education Institute
Assistant Professor, Educational Administration
University of Utah

Sterling M. McMurrin
Dean, Graduate School
University of Utah

Stephen P. Hencley
Dean, Graduate School of Education
University of Utah

9:30 A.M. ORIENTATION . . . . . Fritz Caskey
Associate Director
Higher Education Institute

10:00 A.M. GENERAL SESSION: "The Adult Education Classroom: Realities and Recommendations" . . . . . Alan B. Knox
Professor of Education
University of Illinois
Urbana, Illinois

RESPONSE PANEL:

Sue Harry - MODERATOR
Professor of Education &
Head of Secondary Education
University of Utah

Bob Archuleta
Coordinator, McKinley
Manpower High School
Salt Lake City, Utah

Brent Poulton, Director
Adult Basic Education
State Department of
Public Instruction
Helena, Montana

Monday (Cont.)

	RESPONSE PANEL: (Cont.)	Earl Ringo Dean, College of Education Montana State University Bozeman, Montana
	GROUP DISCUSSION	
12:00 NOON	LUNCHEON - Bonneville Room	
1:30 P.M.	GENERAL SESSION: "Organization and Financing of Teacher Preparation in Adult Education Programs"	James A. Farmer Assistant Professor School of Education University of California Los Angeles, California
	GENERAL SESSION: "Foundations as a Source of Funds"	Ronald B. Szczypkowski Visiting Professor Fordham University New York City, New York
	RESPONSE PANEL:	Larry Walker - MODERATOR Dean, College of Education University of Wyoming Laramie, Wyoming
		Joe Allen Director of Adult Education Granite School District Salt Lake City, Utah
		Arvin Blome, Chairman Department of Education Colorado State University Fort Collins, Colorado
		George Swift ABE Program Officer State Department of Education Juneau, Alaska
	GROUP DISCUSSION	

Monday (Cont.)

3:30 P.M.	SMALL GROUPS - Clarify issues raised by Knox and Farmer and relate to own back home situations. Begin planning organization and finance aspects of own new or expanded Back Home Program. Formulate rough draft of Back Home Plan to be dittoed and distributed at evening session. Have rough draft to secretary by 5:00 P.M.	
5:00 P.M.	FREE TIME	
7:30 P.M.	GENERAL SESSION: "Response to Back Home Organization and Financial Plans"	James A. Farmer Ron B. Szczypkowski
	GROUP DISCUSSION	

Tuesday - December 14, 1971

8:00 A.M.	COFFEE AND ROLLS - ALTA ROOM	
9:00 A.M.	GENERAL SESSION: "Basic Principles of Curriculum Building"	Earl W. Harmer Chairman, Department of Education University of Utah
	GENERAL SESSION: "Curriculum Building for Adult Teacher Education"	Richard J. Mitchell Coordinator, Continuing and Adult Education Central State University Edmond, Oklahoma
	RESPONSE PANEL:	Chuck Johnston - MODERATOR Chief, Adult Education State Department of Public Instruction Des Moines, Iowa

Tuesday (Cont.)

	RESPONSE PANEL: (Cont.)	Bob Archuleta, Coordinator McKinley Manpower High School Salt Lake City, Utah
		Elmer Clausen Director of Adult Education State Department of Public Instruction Olympia, Washington
		Crawford Mims Vice President Philander Smith College Little Rock, Arkansas
		Suzanne Weiss Coordinator Adult Education Programs Guadalupe Center Salt Lake City, Utah
	GROUP DISCUSSION	
10:30 A.M.	SMALL GROUPS - Clarify issues raised by Harmer and Mitchell and relate to own back home situations. Begin planning curriculum aspects of new or expanded Back Home Program. Formulate rough draft of Back Home Plan to be dittoed and distributed at afternoon session. Have rough draft to secretary by 12:30 p.m.	
12:30 NOON	LUNCHEON - Bonneville Room	
3:00 P.M.	GENERAL SESSION: "Responses to Back Home Curriculum Plans" . .	Alton P. Hadlock Richard J. Mitchell
	GROUP DISCUSSION	
5:00 P.M.	FREE TIME	
7:30 P.M.	GENERAL SESSION: "Human Relations Development and Adult Teacher Education"	Alton P. Hadlock Sue N. Harry

Wednesday - December 15, 1971

8:00 A.M. COFFEE AND ROLLS - ALTA ROOM

9:00 A.M. SMALL GROUPS - FINALIZE BACK HOME PLANS: Use resource people, other Workshop participants, any exhibit materials available --- whatever might be of help. Organize Special Interest Groups if you wish.

THE GOAL IS: To prepare a final draft of your Back Home Plan for publication and inclusion in the Workshop Report. Hopefully, the plan will have helped you to clarify your thinking, will guide your back home activities, and will give the Institute staff a base point from which to chart the year's progress.

12:00 NOON LUNCHEON - Bonneville Room

SUMMARY REMARKS: . . . . . Howard Y. McClusky
Professor of Adult Education
University of Michigan
Ann Arbor, Michigan

AFTERNOON LOOSE ENDS: Informal Discussions
Special Interest Groups
Consultations

FAREWELL

HIGHER EDUCATION INSTITUTE FY-72 QUESTIONNAIRE

To the best of your knowledge, how many people have been involved in planning for, participating in, carrying out workshops, training sessions, new courses/programs, etc., as a result of your institution's participation in this Institute during FY-72? (We are trying to get some estimate of our impact during FY-72 in terms of numbers of people involved in some way with the Institute.)

Total _____

How many college/university administrators? (duties = primarily administrative)	_____
How many college/university teachers? (duties = primarily teaching)	_____
How many state education officials?	_____
Others? _____	_____
_____	_____
_____	_____
_____	_____
Total (should be same as above)	_____

NOTE: Use additional sheet if more space is needed to answer questions.

I. GENERAL:

A. How could the Institute have been of more help to you?

B. Do you think the Institute has provided you with help you probably could not have gotten otherwise? _____ Yes _____ No

Comments:

II. WORKSHOP

A. How would you rate the:

1. Quality of the December-1971 Workshop speakers?

(1) _____ Poor (2) _____ Good (3) _____ Very Good

Questionnaire (Page 2)

2. Organization of the Workshop agenda (i.e., use of lecture/ panel/group discussion format)?

(1) _____ Poor (2) _____ Good (3) _____ Very Good

3. Relevance of Workshop topics to your back home program planning?

(1) _____ Not very helpful to me
(2) _____ Somewhat helpful to me
(3) _____ Very helpful to me

4. Back Home Planning (i.e., writing of plans for back home use)?

(1) _____ Not very helpful to me
(2) _____ Somewhat helpful to me
(3) _____ Very helpful to me

B. Have you used any information from the Workshop in your program planning? _____ Yes _____ No

Please describe briefly what has been of most help to you:

III. POST-WORKSHOP

A. What follow-up activities has your institution undertaken since the December-1971 Workshop?

B. Has your institution sponsored and paid for any follow-up activities besides Institute'financed ones (i.e., what has been your institution's cost-sharing effort in the way of funds/personnel/space/materials/etc. to establish a teacher and faculty preparation for adult education program)?

C. Has the state department of adult education in your state made any contributions? _____ Yes _____ No
If so, please describe:

D. Did you use the Institute's Consultant Service?
_____ Yes _____ No

Questionnaire (Page 3)

D. (Cont.)
If so, for what purposes was the consultant hired? Please rank the top three:

_____ To inform about needs in the field of adult education.
_____ To inform about needs in teacher preparation for adult education only.
_____ To stimulate enthusiasm for building an adult education curriculum.
_____ To stimulate enthusiasm for building a faculty or teacher preparation for adult education curriculum only.
_____ To train faculty members to teach prospective adult education teachers.
_____ To help plan a curriculum in adult education.
_____ To help plan a curriculum in teacher preparation for adult education only.
_____ To help plan a certificate program for teachers of adults.
_____ Other (please list):

E. Agency Coordination

1. What has been the extent of coordination with the state department of adult education in your state in planning follow-up activities?

_____ None _____ Occasional _____ Very Close

Comments:

2. How do you view such coordination:

_____ Unnecessary _____ Helpful but not crucial _____ Necessary

Comments:

3. What has been the extent of coordination with other community agencies in program planning and implementation?

_____ None _____ Occasional _____ Very Close

Comments

4. How do you view such coordination?

_____ Unnecessary _____ Helpful but not crucial _____ Necessary

Comments:

Questionnaire (Page 4)

III. POST-WORKSHOP (Cont.)

F. Please list:

	Before Institute	As a Result of Institute	Planned for Future
COURSES OFFERED IN ADULT EDUCATION			
DEGREE PROGRAMS OFFERED IN ADULT EDUCATION			
ADULT EDUCATION FACULTY ON YOUR STAFF			

Questionnaire (Page 5)

IV. POST-INSTITUTE

A. Will you continue your program planning for faculty and teacher preparation in adult education after September 30, 1972 when the Institute can no longer offer financial assistance?

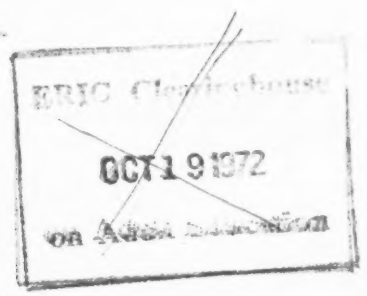
_____ Yes _____ No

1. If no, why not? (Rank top three)

_____ Lack of institution interest.
_____ Lack of education faculty interest.
_____ Lack of student interest.
_____ Lack of funds to hire faculty.
_____ Lack of funds to retrain faculty.
_____ Lack of state department of adult education interest (e.g., no certification requirement for teachers of adults, etc.)
_____ Other (Please list):

2. If you do continue, will you be working with the new USOE Regional Project? _____ Yes _____ No

3. Comments: (A brief comment on your future plans would be appreciated):



STAFF OF THE INSTITUTE

Alton P. Hadlock, Project Director

Charles F. Caskey, Associate Project Director

Keith Wilson, Staff Consultant (FY-72)

Sue N. Harry, Staff Consultant

Ginger M. Walmsley, Staff Secretary and
Author of Final Project Report: 1970-1972

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